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ABSTRACT

A study by the School of Education at the University of Wisconsin at Eau Claire (UWEC) was designed to provide information on whether UWEC should seek NCATE (National Council of Accreditation for Teacher Education) reaccreditation for its graduate and undergraduate teacher education programs in 1983. The essential question in the study was whether NCATE accreditation, or lack of it, had a significant effect on the well-being of the institution, its teacher education graduates, and elementary and secondary school pupils. Sources of information for the study included chancellors of the NCATE institutions in the University of Wisconsin System, the director of NCATE, directors of regional accrediting associations, state and local officials and educators, directors of admissions and heads of both NCATE and non-NCATE teacher education institutions, private foundations, and the UWEC School of Education instructional staff and students. The general conclusions were that it was not necessary for UWEC to seek NCATE reaccreditation in 1983, and that, when NCATE follows recommendations generated from a study done by the Institute for Research on Teaching (Michigan State University), UWEC will reconsider its position. It was recommended that the UWEC School of Education initiate a school-wide self study of its programs. Appended to this report are the survey instruments, statistics, a list of federally funded programs and accrediting agencies and associations, the NCATE stated benefits of accreditation, and the NCATE estimated budget for the 1980-81 visit to UWEC. (FG)

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Report of the
Ad Hoc NCATE Study Committee

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University of Wisconsin-Eau Claire

September, 1981

SHOULD THE UNIVERSITY OF WISCONSIN-EAU CLAIRE SEEK NCATE REACCREDITATION IN 1983?

A Report Submitted

to

School of Education Instructional Staff and Administration

by

Ad Hoc NCATE Study Committee:

Ruth Baker, Elementary Education
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on

September 25, 1981

ACKNOWLEDGEMENTS

The committee wishes to express special thanks to Georgia Hogg, Linda Haag, and Wendy McGuire for their assistance in carrying out the study and to Linda Hanold, Margie Miller, Rhonda Redwine Jan Obermann, Cathy Schanowski, and Joy Turner for their secretarial assistance.

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ABSTRACT

The purpose of the study was to provide 1) information to the School of Education faculty and administration related to the value and need for accreditation by the National Council for Accreditation of Teacher Education (NCATE), together with 2) a recommendation regarding NCATE reaccreditation of teacher-education programs at the University of Wisconsin-Eau Claire (UWEC).

The basic decision to be made is whether UWEC should seek NCATE reaccreditation of all of its teacher-education programs at both the undergraduate and graduate levels. Therefore, the committee addressed itself essentially to the question of whether NCATE accreditation, or lack of it, had a significant effect on the well-being of the institution, the teacher-education graduate, and/or the common-school student. These were identified as the three basic areas of concern.

Each basic area of concern was subdivided. For example, institutional well-being included such sub-categories as student recruitment, external funding, internal funding, etc. Sources of information were identified for each sub-division and data-gathering instruments designed. Sources included Chancellors of NCATE institutions in the University of Wisconsin System (UW-System); Central Administration, UW-System; Director of NCATE; Directors of regional accrediting associations; Director of Bureau for Teacher Education and Certification, Wisconsin Department of Public Instruction; District Administrators, Wisconsin; Directors of Admissions and Heads of Teacher Education Divisions at both NCATE and non-NCATE institutions; private foundations; State Superintendent of Public Instruction, Wisconsin; and UWEC School of Education instructional staff and students.

Survey instruments were sent to 1471 individuals; 1279 (87%) responded. The size of the response was interpreted as indicating a real interest in NCATE accreditation. The study entitled "NCATE: Does It Matter?" done at Michigan State University was considered especially important literature.

Responses to each question by basic area sub-divisions were analyzed to arrive at conclusions. For example, responses from Directors of Admissions of schools having both NCATE and non-NCATE approved teacher-education programs were examined in determining whether NCATE program accreditation was seen as important to student recruitment. Conclusions were stated for each sub-division of the three basic areas. Two general conclusions were stated: (1) Seeking NCATE reaccreditation at this time is not necessary with reference to the well-being of the institution, its teacher-education graduates, or the common-school students taught by them; and (2) If NCATE follows the recommendations of the Institute for Research on Teaching (IRT) study at Michigan State University, having NCATE program accreditation in the future may be very important to an institution.

The committee recommended to the School of Education faculty and administration that:

(1) UWEC not seek NCATE reaccreditation of its teacher-education programs in 1983.

(2) The UWEC School of Education reconsider its position regarding NCATE reaccreditation when NCATE has implemented the recommendations made in the IRT study to the extent that its accreditation is perceived to be more important than it is presently.

(3) The UWEC School of Education initiate a systematic school-wide self-study of its programs by taking the following steps:

(a) the Dean of the School of Education appoint a task force to plan the study.

(b) the administration provide sufficient resources to plan and conduct the study.

PART I

INTRODUCTION

PURPOSE OF STUDY

The purpose of this study was to provide 1) information to the School of Education faculty and administration related to the value and need for accreditation by the National Council for Accreditation of Teacher Education (NCATE), together with 2) a recommendation regarding NCATE reaccreditation of teacher-education programs at the University of Wisconsin-Eau Claire (UWEC).

RATIONALE FOR STUDY

Teacher-education programs at UWEC are scheduled to be reevaluated by NCATE in the Spring of 1983. During the 1980-71 school year, considerable concern was expressed across the University of Wisconsin System (UW System) about NCATE accreditation. Deans of the schools of education in the system were directed by the Executive Vice President and Academic Vice Chancellors to study the matter of NCATE accreditation and advance relevant recommendations. Dean Rodney Johnson, UWEC, shared the concerns with the School of Education faculty at its meeting in the Spring of 1981. The faculty voted unanimously that a school-wide committee chaired by Dr. John Whooley be formed to study NCATE issues and report back to the faculty in the Fall of 1981 with information and a recommendation on whether or not to proceed to seek NCATE reaccreditation in the Spring of 1983.

COMMITTEE ORGANIZATION

The ad hoc NCATE study committee was formed immediately and included Ruth Baker, Helen Davis, Ida Hinz, Charles Larson, and Elmer Winters from

the Elementary, Special, Physical, Secondary, and Foundations of Education Departments respectively, and John Whooley, Associate Dean.

At its initial meeting May 22, 1981, the committee accepted its charge and came to agreement on committee role and functions, basic issues, and the essential decision to be made. The committee saw its role as that of evaluator. Attendant functions were to include specification of the problems related to the decision to be made; determination of information needs and sources; gathering, organizing, and analyzing the information; and the provision of information and recommendations to the School of Education faculty. The basic issues were seen as two, though inseparable: the value of and the need for NCATE accreditation of undergraduate and graduate level teacher-preparation programs at UWEC. The ultimate decision to be made was defined as whether or not UWEC should seek NCATE accreditation beyond September 1, 1983 for all of its teacher-education programs.

The committee was made aware of a study being conducted by the Deans of Education UW-System. Access to the findings of Drs. Fritschel, White, and Stolee for inclusion in this report was assured, thus avoiding duplication of efforts. However, the results of Dr. Stolee's study were not available at this time.

PLANNING THE STUDY

Three areas of concern were defined by the committee in approaching the value of and need for NCATE accreditation: first, the well-being of the institution; second, the well-being of the teacher-education graduate; third, the well-being of the common-school students taught by teacher-education graduates. The question was whether NCATE accreditation, or lack thereof, had a significant effect on the well-being of the institution, teacher-education graduate, or common-school student. Each of the major

areas of concern was subdivided and there was a specification of data sources appropriate to each topic. The subdivisions and data sources are presented in outline form as follows:

I. INSTITUTIONAL WELL-BEING

A. Student recruitment: graduate, undergraduate, American, foreign-born

SOURCES: Directors of Admissions at both NCATE and non-NCATE schools

UWEC students enrolled in School of Education programs

B. External Funding

SOURCES: Federal government

Private foundations

State Superintendent of Public Instruction

Central Administration - UW-System

C. Internal Funding

SOURCES: Chancellors of NCATE schools - UW-System

Heads, Teacher Education Divisions, both NCATE and non-NCATE schools

UWEC School of Education Instructional Staff

Dean Johnson, UWEC

D. Teacher-Education Program Quality

SOURCES: Chancellors of NCATE schools - UW-System

Heads, Teacher-Education Divisions, both NCATE and non-NCATE schools

UWEC School of Education instructional staff

E. Staffing of Education Divisions

SOURCE: Heads, Teacher-Education Divisions, both NCATE and non-NCATE schools

F. Professional Satisfaction, Development, and Contributions

SOURCES: Heads, Teacher-Education Divisions, both NCATE and non-NCATE schools

UWEC School of Education instructional staff

G. Relationship of state approval to regional and NCATE accreditations

SOURCES: School District Administrators, Wisconsin

Heads, Teacher-Education Divisions, both NCATE and non-NCATE schools

Directors of Admissions, both NCATE and non-NCATE schools

Regional Accrediting Associations

Director, Bureau of Teacher Education and Certification, Wisconsin

II. WELL-BEING OF TEACHER-EDUCATION GRADUATES

A. Certification

SOURCE: Fritschel inquiry of state Directors of Teacher Education and Certification

B. Employment

SOURCES: School District Administrators, Wisconsin

White inquiry-Executive Directors/Secretaries of State Affiliates of the National Education Association(NEA)

C. Inter-institution transfer

SOURCE: Directors of Admissions, both NCATE and non-NCATE schools

D. Admission to graduate teacher-education programs

SOURCE: Directors of Admissions, both NCATE and non-NCATE schools

III. WELL-BEING OF THE COMMON-SCHOOL STUDENTS

A. Teacher performance

SOURCE: School District Administrators, Wisconsin

B. Other information

PART II

INFORMATION GATHERING

The gathering of information began on July 10 and extended through September 10, 1981. Second mailings followed approximately two weeks after the initial mailing when a return was not received. Specifics of the information-gathering process follow.

CHANCELLORS

Surveys were mailed to the chancellors of the eleven universities in the UW-System that had NCATE accreditation. (Source: Administrative Directory, UW-System, 1980-81.)

SCHOOL OF EDUCATION INSTRUCTIONAL STAFF

Surveys were mailed to eighty-nine faculty members with at least part-time assignments in the School of Education. Names were taken from the Spring 1980-81 position control printout. All names listed under the Elementary, Special, Secondary, Library, Physical, and Foundations of Education Departments were used, excluding those persons no longer affiliated.

UWEC STUDENTS ENROLLED IN THE SCHOOL OF EDUCATION

Out of 1,149 students in the School of Education, 382 were selected by random sampling. The source was a computer listing of all education students as of May, 1981, excluding May 1981 graduates.

DISTRICT ADMINISTRATORS

A total sample size of 219 was taken from the 433 public school districts in Wisconsin. The school districts were separated by size and sampled as follows:

Enrollment Size	Percent of Total Districts	Sample Size
10,000 - plus	2.1%	5
5,000 - 9,999	3.7%	8
4,000 - 4,999	2.1%	5
3,000 - 3,999	4.4%	10
2,000 - 2,999	10.6%	23
1,000 - 1,999	24.9%	54
500 - 999	32.1%	70
499 - under	20.1%	44
TOTAL	100.0%	219

District names were taken from a report from the "Educational Statistical Information Center," Department of Public Instruction (DPI), Madison, Information Series, Number 7, January, 1981.

DIRECTORS OF ADMISSIONS

NCATE Schools

Of the 537 schools, 227 were included in the sample. Sample sizes were determined for public and private schools in each regional accreditation association. These sample sizes were then distributed proportionately among the three size categories of public and private schools in each association. Because of rounding, actual sample size varied slightly from the predetermined sample size for public and private categories under each association. However, the total sample size remained 227. (Source: 27th Annual List, 1980-81, NCATE Basic and Advanced Programs.)

Non-NCATE Schools

Of the 255 schools, 154 were sampled in the same manner as the NCATE schools. Because of rounding, the actual sample size was increased from 152 to 154. The list of schools was compiled by comparing a listing of members of the American Assoication of Colleges for Teacher Education (AACTE) with the 27th Annual List mentioned above.

HEAD, TEACHER EDUCATION DIVISION

NCATE Schools

Of the 537 schools, 227 were sampled in the same manner as the Directors of Admissions. The source was the 27th Annual List mentioned above.

Non-NCATE Schools

Of the 255 schools, 154 were sampled in the same manner as the Directors of Admissions. The source was a comparison listing of members of AACTE not in the 27th Annual List.

The number and size of public and private NCATE and non-NCATE schools by regional accrediting association areas included in the survey are shown in Table 1.

TABLE 1

Sample Size by School Enrollment and
Regional Accrediting Association Areas for
NCATE and non-NCATE Public and Private Schools

Regional Accrediting Areas	NCATE Schools						non-NCATE Schools						Totals
	Public			Private			Public			Private			
	1*	2*	3*	1	2	3	1	2	3	1	2	3	
Middle States	-	12	6	1	5	3	1	6	3	9	11	2	59
New England	-	8	1	1	2	2	1	-	1	4	5	-	25
North Central	6	32	20	33	16	1	2	5	-	37	6	-	158
Northwest	1	6	3	1	3	-	1	1	-	3	-	-	19
Southern	2	30	14	8	6	-	2	9	2	32	4	-	109
Western	-	1	3	-	-	-	-	-	2	2	3	-	11
Totals	9	89	47	44	32	6	7	21	8	87	29	2	381

* 1 = Schools with enrollment under 2,000
* 2 = Schools with enrollment between 2,000 - 12,000
* 3 = Schools with enrollment over 12,000

PRIVATE FOUNDATIONS

The following private foundations were selected from a set of foundation descriptions provided by the UWEC Development Office: Carnegie Corporation of New York, Ford Foundation, W. K. Kellogg Foundation, Lilly Endowment, Andrew W. Mellon Foundation, Charles Stewart Mott Foundation, Rockefeller Foundation, and the Spencer Foundation. An examination of foundation involvement in education as indicated by grants listed was used to select foundations.

REGIONAL ACCREDITING ASSOCIATIONS

Inquiry was made of the Directors of the Middle States, New England, North Central, Northwestern, Southern, and Western regional accrediting associations.

STATE AUTHORITIES

Information was sought from the State Superintendent of Public Instruction, the Director of the Teacher Education and Certification Bureau, and a member of the UW-System's Central Administration.

ADDITIONAL SOURCES

Information was requested from the Director of NCATE. Additionally, a computer search of the Educational Research Information Center (ERIC), an examination of dissertation abstracts, an analysis of the Michigan State Research Center study of NCATE, and a search of the Catalog of Federal Domestic Assistance (Department of Education section), and attendant references were carried out.

A copy of each instrument used to gather information for the study is given in Appendix A, page 39.

PART III

INFORMATION OBTAINED

SURVEY DESCRIPTION

Type and number of survey instrument recipients, and the numbers and percent of those choosing to participate in the study are presented in Table 2. The involvement of 87% of the people contacted (1279 of 1471) was interpreted as indicating an interest in the matter of NCATE accreditation.

TABLE 2

Survey Description

Recipients	# Sent	# Returned	% Returned
Central Administration, UW System	1	1	100
Chancellors, UW System	11	11	100
Directors			
Bureau of Teacher Education and Certification, Wisconsin	1	1	100
NCATE	1	1	100
Regional Accrediting Associations	6	6	100
District Administrators, Wisconsin	219	196	89
Directors of Admission			
NCATE Schools	227	204	90
non-NCATE Schools	154	116	75
Heads of Teacher Education Divisions			
NCATE Schools	227	219	96
non-NCATE Schools	154	131	85
Private Foundations	8	8	100
Supt. of Public Instruction, Wisconsin	1	1	100
UWEC School of Education			
Instructional Staff	89	71	79
Students	372	313	84
TOTAL	1471	1279	87

RESPONSES TO QUESTIONS

The purpose of this section is to present the quantitative data with reference to the three basic areas of concern, namely institutional, teacher-education graduate, and common-school student well-being. The data are taken from the tables in Appendix B, and arranged by questions asked with reference to the sub-divisions of the areas of concern. Comments made by respondents are summarized and presented with the tables in Appendix B. The symbols N, %, used below indicate number and percent of respondents: NR means the yes or no response options were not used. Percents were rounded.

INSTITUTIONAL WELL-BEING

Student Recruitment

1. Admission Directors, NCATE Schools:

With reference to teacher-education programs at the undergraduate level:

	YES		NO		NR	
	N	%	N	%	N	%
Does your NCATE program accreditation contribute significantly to recruiting American students?	93	46	100	49	11	5
Does your NCATE program accreditation contribute significantly to recruiting foreign students?	24	12	164	80	16	8

If you offer teacher-education programs at the graduate level, please respond to the following:

Does your NCATE program accreditation contribute significantly to recruiting American students?	76	50	66	44	9	6
Does your NCATE program accreditation contribute significantly to recruiting foreign students?	25	17	117	77	9	6

Using 1 as most important and 3 as least important to your recruiting endeavors, indicate the relative importance of the following:
A. NCATE accreditation
B. Regional accreditation
C. State approval

	NCATE		REGIONAL		STATE	
	N	%	N	%	N	%
1	50	25	54	26	118	58
2	62	30	80	39	40	20
3	78	38	53	26	33	16
NR	14	7	17	9	13	7

2. Admission Directors, non-NCATE Schools:

With reference to teacher-education programs at the undergraduate level:

	YES		NO		NR	
	N	%	N	%	N	%
Does the absence of NCATE program accreditation significantly hurt your recruiting of American students?	3	3	109	94	4	3
Does the absence of NCATE program accreditation significantly hurt your recruiting of foreign students?	1	1	108	93	7	6

If you offer teacher-education programs at the graduate level, please respond to the following:

Does the absence of NCATE program accreditation significantly hurt the recruiting of American students?	2	4	53	96	0	0
Does the absence of NCATE program accreditation significantly hurt the recruiting of foreign students?	0	0	52	95	3	5

Using 1 as most important and 3 as least important to your recruiting endeavor, indicate the relative importance of the following:

A. NCATE accreditation
B. Regional accreditation
C. State approval

	NCATE		REGIONAL		STATE	
	N	%	N	%	N	%
1	3	3	33	28	77	66
2	9	8	68	59	29	25
3	91	78	5	4	5	4
NR	13	11	10	9	5	4

3. UWEC Students in Teacher-Education Programs:

Please check the statement(s) below that most accurately described your situation when you decided to pursue a teacher-education program at UWEC.

	N	% total N
One reason I chose a UWEC teacher-education program is that I knew it was approved/accredited, but I didn't know by whom.	138	44
I didn't think about accreditation when I enrolled in a UWEC teacher-education program.	128	41
One reason I chose a UWEC teacher-education program is that I knew it was accredited by NCATE.	26	8
One reason I chose a UWEC teacher-education program is that I knew it was approved by the Wisconsin Department of Public Instruction.	47	15
One reason I chose a UWEC teacher-education program is that I knew it was accredited by the North Central Association.	18	6

Were UWEC to have had Department of Public Instruction and North Central Association of Colleges and Schools accreditation but not National Council for Accreditation of Teacher Education accreditation, would you have chosen to pursue a teacher-education program at UWEC?

YES		NO		NR	
N	%	N	%	N	%
198	63	91	29	24	8

External Funding

1. Private Foundations

Does the NCATE status of an institution of higher education bear on your foundation's decisions to fund institutional proposals?

__0__ Yes
__6__ No
__2__ Depends
Comments: See Appendix B, Table 12, P·104

2. State Superintendent of Public Instruction

Does program accreditation by NCATE provide an institution any advantage in terms of securing special program funding through the Department of Public Instruction?

_____ Yes
__X__ No
_____ Depends
Comments: None

3. Central Administration, UW-System

Does program accreditation by NCATE provide an institution any advantage in terms of securing General Purpose Revenues (GPR)?

_____ Yes
_____ No
_____ Depends
Comments: I am not aware that NCATE accreditation (or lack of it) affects the institution's ability to secure GPR funds.

Internal Funding

1. Chancellors, UW-System, NCATE Schools

Does NCATE accreditation of your teacher-education programs result in a higher institutional funding level for those programs than if they were not so accredited?

Were your institution not to seek NCATE reaccreditation would the institutional funding of teacher-education programs be adversely affected?

YES		NO		NR	
N	%	N	%	N	%
1	9	10	90	0	0
0	0	9	82	2	18

Comments: See Appendix B, Table 4, P·64.

2. Heads, Teacher-Education Division (NCATE Schools)

   Were your institution to choose not to seek program reaccreditation by NCATE, would the institutional funding of your teacher-education programs be adversely affected?

3. Heads, Teacher-Education Division (non-NCATE Schools)

   If your teacher-education programs were accredited by NCATE, would they have a higher level of institutional funding?

4. UWEC School of Education Instructional Staff

   Assume that UWEC were to retain North Central accreditation as well as DPI program approval and were to make the decision not to seek NCATE reaccreditation of its teacher-education programs. As a result of that decision:

   institutional funding of the programs would be affected adversely

YES		NO		NR	
N	%	N	%	N	%
64	29	138	63	17	8
10	8	119	91	2	2
8	11	38	54	25	35

5. An estimated budget, had UWEC experienced the NCATE reaccreditation during the 1980-81 school year, was provided by Dean Rodney Johnson and is presented in Appendix F, p.141. When reading it, a per-year inflationary adjustment in the estimate would be appropriate.

Teacher-Education Program Quality

1. Chancellors, UW-System, NCATE Schools

   Were your institution not to seek NCATE reaccreditation would the quality of the teacher-education programs be adversely affected?

2. Heads, Teacher-Education Divisions (NCATE Schools)

   Does NCATE accreditation increase the quality of your teacher-education programs?

   Were your institution to choose not to seek program reaccreditation by NCATE, would the quality of the teacher-education programs be lessened?

YES		NO		NR	
N	%	N	%	N	%
1	9	9	82	1	9
149	68	57	26	13	6
87	40	110	50	22	10

3. Heads, Teacher-Education Divisions (non-NCATE Schools)

	YES		NO		NR	
	N	%	N	%	N	%
Does the absence of NCATE accreditation have any adverse affect on the quality of your teacher-education programs?	14	11	117	89	0	0
Were your institution to seek and obtain program accreditation by NCATE, would the quality of the teacher-education programs be improved?	19	15	95	73	17	13

4. UWEC School of Education Instructional Staff

Assume that UWEC were to retain North Central accreditation as well as DPI program approval and were to make the decision not to seek NCATE reaccreditation of its teacher-education programs. As a result of that decision:						
the quality of UWEC's teacher-education programs would be affected adversely.	6	8	59	83	6	8

Staffing of Education Divisions

1. Heads, Teacher-Education Divisions (NCATE Schools)

Is recruitment of quality staff made easier by NCATE program accreditation?	102	47	102	47	15	7

2. Heads, Teacher-Education Divisions (non-NCATE Schools)

Is recruitment of quality staff made more difficult by the absence of NCATE program accreditation?	2	2	125	95	4	3

Professional Satisfaction, Development, and Contributions

1. Heads, Teacher-Education Divisions (NCATE Schools)

What relationship exists, if any, between the NCATE status of an institution's programs and the productivity of instructional staff in teacher-education programs?
A. NCATE accreditation results in greater productivity.
B. NCATE accreditation results in lower productivity.
C. There is no relationship.

	N	%
A	79	36
B	2	1
C	126	57
NR	12	5

2. Heads, Teacher-Education Divisions (non-NCATE Schools)

What relationship exists, if any, between the NCATE status of an institution's programs and the productivity of instructional staff in teacher-education programs?
A. NCATE accreditation results in greater productivity.
B. NCATE accreditation results in lower productivity.
C. There is no relationship.

	N	%
A	10	8
B	1	1
C	102	78
NR	18	14

3. UWEC School of Education Instructional Staff

Assume that UWEC were to retain North Central accreditation as well as DPI program approval and were to make the decision not to seek NCATE reaccreditation of its teacher-education programs. As a result of that decision:

	YES		NO		NR	
	N	%	N	%	N	%
your job satisfaction would be affected adversely	4	6	65	92	2	3
your professional development activities would be affected adversely	4	6	65	92	2	3
your professional productivity would be affected adversely	2	3	67	94	2	3

Relationship of State Approval to Regional and NCATE Accreditation

1. Directors of Admission (NCATE Schools)

With reference to your teacher-education programs at both the undergraduate and graduate levels:

	YES		NO		NR	
	N	%	N	%	N	%
Do these programs have to be approved at the state level of government before they can be offered?	180	88	20	10	4	2
Have your programs been approved by a regional accrediting agency (for example, North Central Association)?	194	95	4	2	6	3

2. Directors of Admission (non-NCATE Schools)

With reference to your teacher-education programs at both the undergraduate and graduate levels?

	YES		NO		NR	
	N	%	N	%	N	%
Do these programs have to be approved at the state level of government before they can be offered?	101	87	14	12	1	1
Have your programs been approved by a regional accrediting agency (for example, North Central Association)?	105	91	7	6	4	3

3. Heads, Teacher-Education Divisions (NCATE Schools)

Using 1 as most important and 3 as least important, rank the three levels of program approval or accreditation:

_____NCATE
_____Regional (e.g. North Central Association)
_____State Department of Public Instruction

	NCATE		REGIONAL		STATE	
	N	%	N	%	N	%
1	44	20	27	12	124	56
2	60	27	88	40	41	19
3	87	40	73	33	26	12
NR	28	13	31	14	28	13

4. Heads, Teacher-Education Divisions (non-NCATE Schools)

Using 1 as most important and 3 as least important, rank the three levels of program approval or accreditation:
_____NCATE
_____Regional (e.g. North Central Association)
_____State Department of Public Instruction

	NCATE		REGIONAL		STATE	
	N	%	N	%	N	%
1	11	8	30	23	84	64
2	5	4	81	62	30	23
3	98	75	7	5	8	6
NR	17	13	13	10	9	7

5. District Administrators (Wisconsin)

Using 1 as most important and 3 as least important, rank the three accrediting or program approval agencies below according to how you value their relative importance.
_____NCATE
_____Regional (e.g. North Central Association)
_____State Department of Public Instruction

	NCATE		REGIONAL		STATE	
	N	%	N	%	N	%
1	28	14	34	17	111	57
2	50	26	88	45	20	10
3	85	43	41	21	45	23
NR	33	17	33	17	20	10

6. Regional Accrediting Associations

Does the NCATE status of an institution of higher education bear on the (name of association) Association's evaluation of and accreditation of teacher-education programs at that institution?

YES		NO		NR	
N	%	N	%	N	%
1	17	3	50	2	33

7. Director, Bureau for Teacher Education and Certification (Wisconsin)

Does the NCATE status of an institution of higher education in Wisconsin bear on the Department of Public Instruction's evaluation of and decisions regarding approval/non-approval of teacher-education programs at that institution?
_____Yes
__X__No
_____Depends
Comments: none

WELL-BEING OF THE TEACHER EDUCATION GRADUATE

Certification

The material for this section of the report is taken from Dr. A. L. Fritschel's (UW-Stevens Point) survey of State Directors of Teacher Education and Certification that was part of the NCATE study undertaken by the UW-System Deans of Education. The survey extended to the fifty states, District of Columbia, Puerto Rico, and the Virgin Islands (N=53); however, three did not respond. The survey also includes questions on the interstate compact not included on the following page. It was conducted in the summer of 1981.

1. For graduates of in-state institutions:

Is completion of an NCATE-approved program required for certification?

0 Yes
50 No
3 NR

If your answer is Yes, please indicate the categories for which completion of an NCATE program is required? Place an X in the appropriate blank.

	Undergraduate	Graduate
Elementary teaching	_____	_____
Secondary teaching	_____	_____
Special education	_____	_____
K-12 teacher	_____	_____
Reading		_____
Elementary Principal		_____
Secondary Principal		_____
Supervision, Curriculum Coordinator		_____
Guidance Counselor		_____
School Psychologist		_____
School Superintendent		_____

Note: No entries made with reference to any category above.

2. For graduates of out-of state institutions seeking certification:

Is completion of an NCATE-approved program required for certification? (A "Yes" indicates that a person could not receive certification unless he/she had completed an NCATE-approved program)

2? Yes
48 No
3 NR

same categories as listed under #1 were listed here

NOTE: Alaska responded 'yes' but commented that a graduate could be from a program approved by NASDTEC* NCATE, or a State Department of Education. Washington responded "Yes" but commented, "we require degree from regionally accredited institution and completion of a state approved education program." Arkansas added a "yes" for Secondary Principals and Superintendent certification.

* National Association of State Directors of Teacher Education & Certification

3. If all of the campuses of the University of Wisconsin would withdraw from NCATE, would its graduates be eligible for certification in your state?

42 Yes
3 No
5 Other

If your answer is No, please indicate what requirements Wisconsin graduates would have to meet.

Note: Comments attended many responses, not just the "No" response. The importance of state approved programs, membership in the interstate compact, NASDTEC, and meeting specific state requirements were stressed in the comments. None of the comments attending the responses indicated the need for NCATE accreditation.

Employment

1. Executive Directors/Secretaries, State NEA Affiliates

This one question survey was done by Dr. Everett White (UW-Whitewater) as part of the Deans of Education study, Summer, 1981:

Do any master agreements in your state require that new teachers complete NCATE-approved programs?

See Appendix B, Table 15, p.111 for comments. Those from Alaska, Maine, North Dakota, Pennsylvania, South Carolina, Texas, Washington, and Wyoming indicated a belief in such a requirement.

2. District Administrators, Wisconsin

Do you have a district policy that requires the hiring of teachers only from NCATE accredited institutions?

When hiring teachers for your district, are graduates from NCATE accredited institutions more desired than those from non-NCATE accredited institutions?

3. UWEC School of Education Instructional Staff

Assume that UWEC were to retain North Central accreditation as well as DPI program approval and were to make the decision not to seek NCATE reaccreditation of its teacher-education programs. As a result of that decision:

our graduates' employment possibilities would be affected adversely.

	YES		NO		NR	
	N	%	N	%	N	%
Do any master agreements in your state require that new teachers complete NCATE-approved programs?	0	0	43	86	7	14
Do you have a district policy that requires the hiring of teachers only from NCATE accredited institutions?	2	1	193	98	1	1
When hiring teachers for your district, are graduates from NCATE accredited institutions more desired than those from non-NCATE accredited institutions?	48	24	142	72	6	3
our graduates' employment possibilities would be affected adversely.	17	24	36	51	18	25

Inter-Institutional Transfer

	YES		NO		NR	
	N	%	N	%	N	%
1. Directors of Admission (NCATE schools)						
With reference to teacher-education programs at the undergraduate level:						
Are students from institutions having state and/or regional but not NCATE accreditation able to transfer to your institution?	197	97	2	1	5	3
If you responded YES to the above, are their credits accepted on par with those of transfers from NCATE-accredited institutions?	174	85	14	7	16	8
2. Directors of Admission (non-NCATE schools)						
With reference to teacher-education programs at the undergraduate level:						
Are students from institutions having state and/or regional but not NCATE accreditation able to transfer to your institution?	113	97	1	1	2	2
If you responded Yes to the above, are their credits accepted on par with those of transfers from NCATE-accredited institutions?	111	96	2	2	3	3

Admission to Graduate Programs

	YES		NO		NR	
	N	%	N	%	N	%
1. Directors of Admission (NCATE schools)						
With reference to teacher-education at the graduate level, if offered: (*Appendix B, Table 8, p 74)						
Are graduates of institutions having state and/or regional but not NCATE accreditation able to enroll in your graduate programs?	148	98	3	2	--	--
If you responded Yes to the above, are their credits accepted on par with those of graduates from NCATE-accredited institutions?	132	87	12	8	7	5
2. Directors of Admission (non-NCATE schools)						
With reference to teacher-education at the graduate level, if offered: (*Appendix B, Table 8, p.74)						
Are graduates of institutions having state and/or regional but not NCATE accreditation able to enroll in your graduate programs?	53	100	0	0	--	--
If you responded Yes to the above, are their credits accepted on par with those of graduates from NCATE-accredited institutions?	51	96	1	2	1	2
3. UWEC School of Education Instructional Staff						
Assume that UWEC were to retain North Central accreditation as well as DPI program approval and were to make the decision not to seek NCATE reaccreditation of its teacher-education programs. As a result of that decision:						
our graduates' admission to graduate schools would be affected adversely.	17	24	30	42	24	34

WELL-BEING OF THE COMMON-SCHOOL STUDENT

The effectiveness with which teacher-education graduates carry out their work of helping students from pre-school through high school (common-school) learn is the bottom line in determining the effectiveness of a teacher-education program. Therefore, in trying to make a determination of the value of NCATE accreditation, this matter had to be addressed. Direct measures of effectiveness were not available so the decision was reached to gather indirect information and make inferences therefrom.

There are two assumptions underlying the inferences. First, it is assumed that if graduation from NCATE approved programs makes a difference in teacher effectiveness this should be reflected in administrator assessments of teacher performance, teacher certification requirements, teacher employment requirements, admission to graduate teacher-education programs, and the perceived relative importance of NCATE and regional accreditation and state program approval. Second, it is assumed that the information received from the survey sources is valid. That information is presented or referenced below. The inferences are stated in the summary and conclusions section of the report.

Teacher Performance

District Administrators, Wisconsin

In your opinion, which item below best describes the performance of teachers from both institutions with and without NCATE accreditation?

A. Graduates of NCATE accredited programs are more effective as a general rule.
B. Graduates of programs not having NCATE accredited programs are more effective as a general rule.
C. As a general rule the effectiveness of the teacher's performance does not appear to be related to whether or not the preparatory program was NCATE accredited.

	N	%
A	16	8
B	1	1
C	161	82
NR	18	9

Teacher Certification Requirements

According to Fritschel's survey of NASDTEC officers, no state that was reported requires graduation from an NCATE accredited program for teacher

certification. (See page 18 of this report).

Teacher Employment Requirement

According to White's survey of executive directors/secretaries of NEA state affiliates no master agreements in states reported required that new teachers complete NCATE accredited programs. Nine of the 43 states responding indicated a belief in the desirability of such a practice, and in one state, Pennsylvania, the state education agency (PSEA) was reported as having a resolution suggesting such agreements. (See page 19 of this report.)

Admission to Graduate Professional Programs

Response to the question "are graduates of institutions having state and/or regional but not NCATE accreditations able to enroll in your graduate programs?" indicated that generally graduation from an NCATE program is not essential to admission to graduate programs. (See page 20 of this report.)

Relative Importance of State Approval and Regional and/or NCATE Accreditation

Admission directors of both NCATE and non-NCATE schools ranked state program approval first, followed by regional association and NCATE accreditation, respectively, in terms of importance to recruiting. The same rankings were given by heads of teacher education divisions of both NCATE and non-NCATE schools, and by the school district administrators in Wisconsin. (See pages 16 and 17 of this report.)

RELATED INFORMATION

Basic Approval/Accreditation Procedure

Regional accrediting associations are concerned with institutional accreditation based on the institution's achievement of its stated goals.

Teacher-education programs are examined in terms of how they fit into the institution's goals. Therefore, teacher-education programs in regionally-accredited institutions may or may not have state approval or NCATE accreditation.

NCATE's accreditation is one of programs rather than institutions, but is less program specific than the DPI procedure explained below. For example, NCATE, using its own standards, generally examines secondary-school programs offered by an institution and extends or denies accreditation to all secondary-school programs offered at that institution.

The Wisconsin DPI is not concerned with approving an institution or with blanket program approval; rather, it is concerned with each specific program offered by an institution, e.g., the Math-Physics major secondary-school teacher-education program and the English major secondary-school teacher-education program, etc. And it extends or denies approval to each such program offered by that institution.

INSTITUTIONS NOT SEEKING NCATE REACCREDITATION

A list of 92 institutions scheduled for reaccreditation evaluation between 1975 and 1981 was sent to the Director of NCATE with the request that he check those not choosing to seek reaccreditation (Appendix A, p.52). The returned list indicated 15 institutions (16%) did not seek NCATE reaccreditation. These are listed below:

CALIFORNIA

California State College at Long Beach, Long Beach
Stanford University, Stanford

FLORIDA

Stetson University, DeLand

ILLINOIS

Northwestern University, Evanston

IOWA

Wartburg College, Waverly

KANSAS

Mount St. Scholastica College, Atchison

MINNESOTA

College of St. Scholastica, Duluth

MONTANA

Northern Montana College, Havre
Western Montana College, Dillon

NEW YORK

State University of New York at Albany, Albany
State University of New York at Buffalo, Buffalo
State University of New York System:
College at Plattsburgh, Plattsburgh

PENNSYLVANIA

The University of Pennsylvania, Philadelphia

RHODE ISLAND

Bryant College, Providence

WISCONSIN

Carroll College, Waukesha

SEARCH OF THE LITERATURE

A computer search of the literature -- (Dissertation Abstracts and ERIC) revealed a relatively large number of entries dealing with NCATE and the accreditation process. However, relatively few of these items dealt specifically with the issue of how important NCATE accreditation is to an institution. These studies, almost without exception, were done prior to the development of the new standards, May 1977.

Of all the items identified, the most significant seemed to be a publication of the College of Education, Institute of Research on Teaching (IRT) of Michigan State University entitled "NCATE: Does it Matter?" This study was undertaken by the IRT in response to a 1977 request from NCATE for a comprehensive study of the accreditation process in education, including an examination of NCATE's own procedures and those of other accrediting agencies. This particular study focused specifically on NCATE. It addressed strengths and weaknesses of the Association and its practices, and discussed possible alternative directions for NCATE in the future. It recommended one of the specific alternatives and suggested changes in the accreditation process which they believe should be implemented.

This research study was selected by the Committee for detailed study. A critical analysis of the study follows:

General

The study was well designed and conducted. Possible contaminants included, 1) NCATE commissioned the study and chose the IRT to conduct it; 2) "Seed money" for the study came from NCATE; however, once the study was designed it was carried out with Ford Foundation and IRT funds; 3) NCATE furnished office space for the author; 4) an NCATE planning and liaison committee supervised the study and, according to the report, "provided criticism of an interim report and a draft of the final report." The

interim and draft reports were also reviewed and criticized by the NCATE Standards Committee and the Process and Evaluation Committee.

Current Strengths of NCATE, and NCATE Evaluation

The accreditation system works. Major problems are uncovered. Failure to accredit is a "clear signal to the public that the program is inferior" (as judged by NCATE's standards).

NCATE accreditation visits result in positive changes in programs. This is more likely to occur as a result of the self-study than the team visit. Modification and change may continue after successful accreditation, but generally do not. In institutions denied accreditation, change may or may not occur, both prior to and after the visit. NCATE is probably the initiating body for change.

The development of the new standards 1977-79 have resulted in a higher denial rate, more institutions seeking accreditation, and more competition for seats on the Council. This suggests an increase in prestige.

NCATE is recognized by the U.S. Office of Education and the Council on Post-Secondary Education as a national institution concerned with consumer protection in the area of teacher preparation.

NCATE's constituent members include a wide spectrum of organizations involved in teacher training. Its base is broader than the institutions it attempts to regulate.

Current Weaknesses of NCATE and NCATE Evaluations

Vagueness of standards--teams interpret them differently. Standards are generally applied on the basis of "presence or absence;" however, some teams apply standards "in-depth." Such variations may reward some institutions while penalizing others.

Variations in teams--accreditation may depend on who constitutes the team. Institutions have the right to reject team leaders. This almost

guarantees that the team leader cannot be too tough or he/she will not be asked to serve again. Still some teams are much more rigorous than others.

Lack of financial resources--funds come from institutional assessments and the organizations which make up the NCATE council. Standards which are too high may result in loss of institutional support.

The people who do the work of accreditation are volunteers. Their time is limited. Dependence on volunteer endeavors works against thorough evaluations and limits the available pool of team members.

NCATE's "power base"--its professional authority is weaker than the economic or legal authority exercised by other "levers of power" that affect professional preparation. Therefore, effect on program quality is limited. NCATE has no legal authority; it can only recommend and suggest. In a sense, it lacks real clout.

IRT Conclusions and Recommendations

IRT concludes that NCATE could move in these possible directions: 1) maintain the status quo, 2) improve the "present or absent approach" which is currently used in a majority of visits, or 3) move toward a more vigorous application of its standards, i.e., the "in-depth approach." (See paragraph 1, p.26 under Current Weaknesses of NCATE and NCATE Evaluations.) The third option is recommended by IRT.

It seems clear that if NCATE accepts this recommendation and moves toward applying the Standards in depth, a number of things might happen.

1. It would become much more difficult to gain accreditation.
2. The value of accreditation would be enhanced, thus the accredited institution would gain in prestige with all of the benefits inherent in such action. Non-accreditation would produce the opposite results.

3. Team size and team costs will both increase. Evaluations may extend over a larger period of time.

4. Institutional efforts to prepare for the evaluation will have to be expanded over current practices.

Apparently, the IRT concluded that if NCATE is to make a difference it will require a calculated decision on their part. The study indicated that as practiced, NCATE evaluations have a very limited effect on the quality of the program evaluated.

PROGRAM FUNDING AT THE FEDERAL LEVEL.

Does NCATE accreditation aid federal funding of institutional proposals? An NCATE flier states, "NCATE's growing role in eligibility for state and federal funding has provided a direct monetary benefit to many institutions..." (Appendix D, p.120). When asked to support the claim, NCATE's Associate Director indicated that the U. S. Secretary of Education periodically publishes a list of nationally-recognized accrediting associations which have been determined to be reliable authorities on the quality of training offered by institutions for purposes of determining institutional eligibility for federal financial assistance pursuant to stated legislation. He indicated further that NCATE was the only accrediting agency ever to be so recognized in the field of teacher education. He cited two federal offices as examples of those using NCATE's Annual List (i.e., of institutions having programs accredited by NCATE). He also indicated that when the University of Illinois was considering whether to apply for NCATE reaccreditation, one of their administrators discovered that a number of federal offices also use the Annual List to help screen institutional grant proposals even though the enabling legislation did not specify NCATE accreditation.

Our attempts at contacting federal offices to determine the importance of NCATE accreditation for program funding gained us little. Finally a person in the Program Evaluation Office--Postsecondary Division suggested a review of the Catalog of Federal Domestic Assistance, a publication listing all federally funded programs and including information about who may apply, etc. The 1980 Catalog and two updates were used to determine a list of programs for which an institution of higher education was able to apply (Appendix C, pp. 121-122). Citations made to the Federal Register, Code of Federal Register, and/or other sources were examined to determine if there was any specific mention of a requirement of NCATE accreditation as a prerequisite for federal funding. See Appendix C for the list of federally-funded programs examined. Of the 47 programs examined, nine indicated that the institution must be accredited by a nationally-recognized accrediting agency or association. Of the nine, four dealt with "Handicapped" programs, one with "Supplementary Education Opportunity Grants," and one with "Library Training."

It should be noted that the Department of Education publication Nationally Recognized Accrediting Agencies and Associations (Nov.1980) lists regional associations such as the North Central Association of Colleges and Schools among the agencies and associations recognized by the U. S. Secretary of Education as reliable authorities regarding the quality of education offered by educational institutions or programs (Appendix E, pp. 129-137).

PART IV

SUMMARY AND CONCLUSIONS

Should UWEC seek NCATE reaccreditation of its teacher education programs at the undergraduate and graduate levels? The following summaries were based on survey information and the conclusions reached relate to (1) the well-being of the institution, (2) teacher education graduates, and (3) the common school student.

INSTITUTIONAL WELL-BEING

Student Recruitment

Admission directors from NCATE schools were split on their feelings of whether NCATE program accreditation made a significant contribution to the recruitment of American students for both undergraduate and graduate teacher education programs. They did not feel the accreditation was important to recruiting foreign students for programs at either level. In terms of importance to recruiting endeavors, they ranked state approval, regional accreditation, and NCATE accreditation in that order.

Admissions directors from non-NCATE schools ranked the state approval, and regional and NCATE accreditation in the same order. They were very much in agreement that the absence of NCATE program accreditation did not hurt recruitment of either American or foreign students at either the undergraduate or graduate levels.

In response to one question, 29 percent of the UWEC students indicated they would not have chosen to pursue a teacher education program at UWEC had there not been NCATE program accreditation. However,

only eight percent of the students indicated that their awareness of NCATE accreditation was a reason they chose a UWEC teacher-education program.

Conclusion: The prevailing thought across the groups was that NCATE program accreditation is not a factor important to student recruitment.

External Funding

None of the private foundations responded "yes" to the question, "Does the NCATE status of an institution of higher education bear on your foundation's decisions to fund institutional proposals?" Two indicated it depends. Although the foundations had contributed significantly to education, the response of some indicated that they were not involved in funding teacher-preparation programs (Appendix B, Table 12, p.104).

Inquiries of the State Superintendent of Public Instruction and Central Administration, UW-System did not indicate that NCATE accreditation provided any advantage in securing special program funding or GPR funds respectively.

The advantage of NCATE accreditation for eligibility for federal funding of programs is not entirely clear. NCATE officials have built a case for the NCATE accreditation. However, information given us by the U. S. Department of Education indicated that if an agency or association (e.g., the New York Board of Regents or Wisconsin DPI) wanted to be on the U. S. Department's list for certifying the quality of institutional programs and thus enhance federal funding eligibility, it would be possible if the Department's criteria were met. Appendix E, page 128, lists the "nationally recognized" accrediting agencies or associations and includes the North Central Association.

Conclusion: NCATE program accreditation presently can be of help to procuring federal funding; however, other agency/association recognitions enhancing federal funding eligibility are possible (Appendix C, p.120).

Internal Funding

Of the UW-System Chancellors surveyed, 90 percent indicated that NCATE accreditation does not affect institutional funding levels of programs. Nine of eleven indicated that internal funding would not be adversely affected if NCATE program accreditation were not sought. Two indicated that it would depend (Appendix B, Table 4, p.64).

Of the Heads, Teacher Education Divisions (NCATE schools), 63 percent thought institutional program funding would not be adversely affected were the institution not to seek NCATE reaccreditation; 91 percent of their counterparts in non-NCATE schools thought that gaining NCATE program accreditation would not result in a higher level of institutional funding.

The majority of the UWEC School of Education instructional staff (54 percent) indicated that choosing not to seek NCATE reaccreditation would not affect institutional funding of programs--35 percent gave no response to the question.

Conclusion: The prevailing thought across the groups surveyed was that NCATE program accreditation, or lack of it, would not affect internal funding of programs.

Teacher Education Program Quality

Nine of the eleven Chancellors thought that the quality of teacher-education programs would not be adversely affected were the institution not to seek NCATE accreditation. One disagreed and one chose not to take a position.

Of the Heads of Teacher Education Divisions (NCATE), 68 percent indicated that NCATE accreditation enhances program quality; 50 percent of the group thought that program quality would not be affected adversely were NCATE reaccreditation not sought. Of their counterparts (non-NCATE) 89 percent indicated that the absence of NCATE accreditation does not adversely affect the quality of teacher education programs; 15 percent thought program quality would be enhanced with NCATE program accreditation.

Of the UWEC School of Education instructional staff surveyed, 83 percent did not feel that program quality would be adversely affected were NCATE reaccreditation not sought.

Conclusion: The prevailing thought across the groups was that the lack of accreditation would not affect the quality of teacher-education preparation programs.

Staffing of Education Division

Heads of Teacher Education Divisions (NCATE schools) were split (47 percent yes and 47 percent no) on whether recruitment of quality staff was made easier by having NCATE accreditation. Of their counterparts in non-NCATE schools, 95 percent agreed that the recruitment of quality staff was not made more difficult by the absence of NCATE program accreditation.

Conclusion: NCATE program accreditation was not seen generally by Heads of Teacher Education Divisions as necessary to recruiting quality staff.

Professional Satisfaction, Development and Contributions

Of the Heads of Teacher Education Divisions (NCATE schools), 57 percent, and 78 percent of those from non-NCATE schools, thought that there was no relationship between the NCATE status of an institutional program and instructional staff productivity.

Over 90 percent of the UWEC School of Education instructional staff indicated that their (1) job satisfaction, (2) professional development activities, and (3) professional productivity would not be adversely affected were the decision not to seek NCATE reaccreditation reached, assuming the continuation of DPI and North Centeral Association approval/ accreditation.

Conclusion: The prevailing attitude among those sampled was that NCATE program accreditation, or lack thereof, does not affect the professional productivity of instructional staff members.

Relationship of State Approval to Regional and NCATE Accreditation

Approximately 90 percent of the Directors of Admissions from both NCATE and non-NCATE schools indicated that (1) their teacher education programs needed state approval before they could be offered, and (2) their programs had been approved by regional accrediting agencies.

Both groups of Heads of Teacher Education Divisions and Wisconsin District Administrators ranked state approval, regional, and NCATE accreditation in that order as to importance in terms of program approval.

Directors of Regional Accrediting Associations indicated that NCATE program accreditation made their work easier when the regional association was engaged in institutional accrediting activities. But they did not consider NCATE accreditation as necessary to institutional accreditation.

The Director of the Wisconsin Bureau of Teacher Education and Certification indictated that an institution's NCATE status has no bearing on DPI decisions to approve or not approve institutional teacher education programs.

Conclusion: State approval and regional accreditation are presently considered to be more important than NCATE accreditation.

WELL-BEING OF THE TEACHER EDUCATION GRADUATE

Certification

All state certification directors responding to Fritschel's study (N = 50) indicated that completion of an NCATE-approved program was not a requirement for in-state graduates for any of the certification categories listed. For out-of-state graduates, 48 respondents indicated the same thing. The two answering "yes" included comments that appeared to be contradictory. When asked if all the campuses of the UW-System would withdraw from NCATE would its graduates be eligible for certification in their respective states, almost all respondents made comments, and none indicated the need for NCATE accreditations--42 responded "yes" prior to comments.

Conclusion: Graduation from an NCATE-accredited program is not a significant factor in teacher certification.

Emoloyment

The executive directors/secretaries of NEA state affiliates responding to Dr. White's survey (N = 43) indicated that no master contracts in their states required that new teachers be graduates of NCATE-approved programs. However, eight respondents indicated positive feelings toward the inclusion of that in master contracts.

Conclusion: Presently master contract provisions do not give advantage to a graduate of an NCATE-accredited program, but there is the possibility that such provisions may exist in time.

According to 98 percent of the Wisconsin District Administrators, district policies do not require hiring teachers only from NCATE-accredited institutions. However, 24 percent indicated graduates of NCATE-accredited programs are preferred when hiring teachers for the district. The same percent of UWEC instructional staff respondents felt that not seeking

NCATE accreditation would result in adversely affecting graduates employment possibilities, 51 percent disagreed , and 25 percent took no position.

Conclusion: The prevailing attitude of respondents was that graduation from an NCATE-accredited program is not critical for employment, but there was significant disagreement.

Inter-Institutional Transfer

Directors of Admissions of both NCATE and non-NCATE schools agreed (97 percent) that transfer between institutions is not conditioned by one's prior attendance at either an institution with/without NCATE-approved programs, as long as the programs have state approval or regional accreditation. Of the respondents from NCATE schools, 85 percent indicated that the credits of students transferring from non-NCATE schools would be accepted on par with those from NCATE programs.

Conclusion: Inter-institutional transfer is not dependent on transferring from NCATE-approved programs.

Admission to Graduate Programs

Directors of Admissions of both NCATE and non-NCATE schools were in strong agreement (98 and 100 percent respectively) that graduates of institutions having state and/or regional, but not NCATE, accreditation are able to enroll in their graduate programs. Of the respondents from NCATE schools, 87 percent indicated that credits of graduates transferring from non-NCATE schools would be accepted on par with those from NCATE programs.

Conclusion: Admission to teacher education graduate programs is not dependent on graduating from an NCATE-accredited undergraduate program.

WELL-BEING OF COMMON-SCHOOL STUDENTS:

On page 21 the assumption was stated with reference to the well-being of the common-school student that if graduation from NCATE-approved programs makes a difference in teacher effectiveness, this should be reflected in administration assessments of teacher performance, teacher certification requirements, teacher employment requirements, admission to graduate teacher-education programs and the perceived relative importance of NCATE and regional accreditation and state program approval.

Teacher Performance

Of the District Administrator respondents, 82 percent indicated that as a general rule the effectiveness of the teacher's performance does not appear to be related to whether or not the preparatory program was NCATE-accredited.

Other Information From Report

The reader is referred to the information presented above (pp 16 ff) dealing with teacher certification, teacher employment requirements, admission to graduate teacher-education programs, and the relative importance of state, regional, and NCATE approval/accreditation.

Conclusion: An analysis of our information regarding teacher performance, teacher certification requirements, new teacher employment requirements, admission to graduate teacher-education programs, and the relative importance of program approval and accreditation agencies, leads us to conclude by inference that the well-being of the common-school student is not related to the type of preparation program, NCATE accredited or not, that the teacher completed.

PART V

RECOMMENDATIONS

Information from our study, apart from NCATE's claims, seem clearly to support the conclusion that seeking NCATE reaccreditation at this time is not a necessity with reference to the well-being of our institution, its teacher-education graduates, or the common-school students taught by them. However, it also seems clear that if NCATE follows the recommendations of the IRT study at Michigan State University, having NCATE program accreditation in the future may be very important to an institution. On the bases of these two general conclusions and the recognized importance of institutional self-study, the committee recommends:

1) that UWEC not seek NCATE reaccreditation of its teacher-education programs in 1983.

2) that the UWEC School of Education reconsider its position regarding NCATE accreditation when NCATE has implemented the recommendations made in the IRT study to the extent that its accreditation is perceived to be more important than it is presently.

3) that the UWEC School of Education initiate a systematic school-wide self-study of its programs by taking the following steps:

a) the Dean of the School of Education appoint a task force to plan the study.

b) the administration provide sufficient resources to plan and conduct the study.

APPENDIX A

SURVEY INSTRUMENTS

UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

TO: Chancellor

FROM: John E. Whooley, Associate Dean

DATE: July 10, 1981

RE: The impact of NCATE accreditation upon local program funding and quality

The teacher education programs at the University of Wisconsin-Eau Claire have been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954. Presently the School of Education is in the process of determining whether or not to seek reaccreditation by NCATE in 1983. Realizing that the decision may have significance not only locally but for higher education throughout Wisconsin, we want to make as informed a decision as possible.

When considering needs and values associated with reaccreditation by NCATE, we deemed the matters of program funding at the local campus level and the perceived importance of NCATE accreditation to program quality to be two important considerations. Therefore, your response to the following questions will be sincerely appreciated.

Please circle your response for each item and add any comments you feel may be helpful to us.

YES NO 1. Were your institution not to seek NCATE reaccreditation would the quality of the teacher education programs be adversely affected?

YES NO 2. Does NCATE accreditation of your teacher education programs result in a higher institutional funding level for those programs than if they were not so accredited?

YES NO 3. Were your institution not to seek NCATE reaccreditation would the institutional funding of teacher education programs be adversely affected?

COMMENTS:

Note: The institutional code number is in the lower right hand corner. This will be used for purposes of the study. Neither your name nor that of the institution will be used in reporting results.

Code #_____

The University of Wisconsin-Eau Claire provides equal educational and employment opportunity regardless of sex, age, marital or parental status, race, color, religion, national origin, or handicap in compliance with regulations under Titles VI, VII, IX, and Section 504. Refer questions to the Affirmative Action Office, 228 Schofield Hall, (715)836-2100.

UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

TO: District Administrators

FROM: Dr. John E. Whooley, Associate Dean
School of Education

DATE: July 10, 1981

RE: A special favor asked of you

The School of Education at UWEC is evaluating its membership in the National Council for Accreditation of Teacher Education (NCATE). To help us do this we are asking you for just a couple minutes of your time. Please respond to the questions below and return to me in the enclosed self-addressed, postage-paid envelope. A prompt response would be very much appreciated.

YES NO 1. Do you have a district policy that requires the hiring of teachers only from NCATE accredited institutions?

YES NO 2. When hiring teachers for your district, are graduates from NCATE accredited institutions more desired than those from non-NCATE accredited institutions?

A B C 3. In your opinion, which item below best describes the performance of teachers from both institutions with and without NCATE accreditation?

A. Graduates of NCATE accredited programs are more effective as a general rule.
B. Graduates of programs not having NCATE accredited programs are more effective as a general rule.
C. As a general rule the effectiveness of the teacher's performance does not appear to be related to whether or not the preparatory program was NCATE accredited.

4. Using 1 as most important and 3 as least important, rank the three accrediting or program approval agencies below according to how you value their relative importance.

_____NCATE
_____Regional (e.g. North Central Association)
_____State Department of Public Instruction

COMMENTS:

Note: The code number in the lower right hand corner is for purposes of the study. Neither your name nor that of the district will be used in reporting results.

Code #_____

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UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

July 10, 1981

Director of Admissions

RE: The National Council for Accreditation of Teacher Education (NCATE)

The School of Education of the University of Wisconsin-Eau Claire is evaluating its membership in NCATE. The purpose of this letter is to solicit your perception of the importance of NCATE program accreditation. Your response to the questions on the enclosure will be most appreciated. A self-addressed, postage-paid envelope is enclosed for your convenience.

I am grateful for your assistance.

Sincerely,

John E. Whooley

John E. Whooley
Associate Dean, School of Education

ljh
enclosure

Note: The institutional code number is in the lower right hand corner of the enclosure. This will be used for purposes of the study. Responses will not be identified by either the name of the respondent or the institution.

The University of Wisconsin-Eau Claire provides equal educational and employment opportunity regardless of sex, age, marital or parental status, race, color, religion, national origin, or handicap in compliance with regulations under Titles VI, VII, IX, and Section 504. Refer questions to the Affirmative Action Office, 225 Schofield Hall, (715)836-2100.

The questions below pertain to admission to under graduate and graduate teacher education programs at your institution. Perhaps you may want to check with your appropriate dean(s) regarding the following questions.

Please circle your response for each question. Comments are welcome.

A. With reference to your teacher education programs at both the undergraduate and graduate levels:

YES NO 1. Do these programs have to be approved at the state level of government before they can be offered?

YES NO 2. Have your programs been approved by a regional accrediting agency (for example, North Central Association)?

3. Using 1 as most important and 3 as least important to your recruiting endeavors, indicate the relative importance of the following:
   ___A. NCATE accreditation
   ___B. Regional accreditation
   ___C. State approval

B. With reference to teacher education programs at the undergraduate level:

YES NO 4. Does your NCATE program accreditation contribute significantly to recruiting American students?

YES NO 5. Does your NCATE program accreditation contribute significantly to recruiting foreign students?

YES NO 6. Are students from institutions having state and/or regional but not NCATE accreditation able to transfer to your institution?

YES NO 7. If you responded YES to #6, are their credits accepted on par with those of transfers from NCATE-accredited institutions?

C. If you offer teacher education programs at the graduate level, please respond to the following:

YES NO 8. Does your NCATE program accreditation contribute significantly to recruiting American students?

YES NO 9. Does your NCATE program accreditation contribute significantly to recruiting foreign students?

YES NO 10. Are graduates of institutions having state and/or regional but not NCATE accreditation able to enroll in your graduate programs?

YES NO 11. If you responded YES to #10, are their credits accepted on par with those of graduates from NCATE-accredited institutions?

COMMENTS:

Director of Admissions, NCATE Schools

Code #_____

The questions below pertain to admission to under graduate and graduate teacher education programs at your institution. Perhaps you may want to check with your appropriate dean(s) regarding the following questions.

Please circle your response for each question. Comments are welcome.

A. With reference to your teacher education programs at both the undergraduate and graduate levels:

YES NO 1. Do these programs have to be approved at the state level of government before they can be offered?

YES NO 2. Have your programs been approved by a regional accrediting agency (for example, North Central Association)?

3. Using 1 as most important and 3 as least important to your recruiting endeavors, indicate the relative importance of the following:
   ___A. NCATE accreditation
   ___B. Regional accreditation
   ___C. State approval

B. With reference to teacher education programs at the undergraduate level:

YES NO 4. Does the absence of NCATE program accreditation significantly hurt your recruiting of American students?

YES NO 5. Does the absence of NCATE program accreditation significantly hurt your recruiting of foreign students?

YES NO 6. Are students from institutions having state and/or regional but not NCATE accreditation able to transfer to your institution?

YES NO 7. If you responded YES to #6, are their credits accepted on par with those of transfers from NCATE-accredited institutions?

C. If you offer teacher education programs at the graduate level, please respond to the following:

YES NO 8. Does the absence of NCATE program accreditation significantly hurt the recruiting of American students?

YES NO 9. Does the absence of NCATE program accreditation significantly hurt the recruiting of foreign students?

YES NO 10. Are graduates of institutions having state and/or regional but not NCATE accreditation able to enroll in your graduate programs?

YES NO 11. If you responded YES to #10, are their credits accepted on par with those of graduates from NCATE-accredited institutions?

COMMENTS:

Code #_____

NCATE Schools — Head, Teacher Education

Please circle the response you feel is appropriate for each question. Add any comments you desire.

YES NO 1. Were your institution to choose not to seek program reaccreditation by NCATE, would the institutional funding of your teacher education programs be adversely affected?

YES NO 2. Does NCATE accreditation increase the quality of your teacher education programs?

YES NO 3. Is recruitment of quality staff made easier by NCATE program accreditation?

YES NO 4. Were your institution to choose not to seek program reaccreditation by NCATE, would the quality of the teacher education programs be lessened?

A B C 5. What relationship exists, if any, between the NCATE status of an institution's programs and the productivity of instructional staff in teacher education programs?
A. NCATE accreditation results in greater productivity.
B. NCATE accreditation results in lower productivity.
C. There is no relationship.

YES NO 6. Does your institution have Ph.D./Ed.D. programs in teacher education? If YES, respond to item #7 and item #8.

YES NO 7. Do you encourage your doctoral students to seek employment in institutions that have NCATE accredited programs?

YES NO 8. Do you discourage those students from seeking employment in institutions not having NCATE accredited programs?

9. Using 1 as most important and 3 as least important, rank the three levels of program accreditation or approval.
_____NCATE
_____Regional (e.g. North Central Association)
_____State Department of Public Instruction

COMMENTS:

Code #_____

UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

July 15, 1981

Head, Teacher Education Division

RE: The National Council for Accreditation of Teacher Education (NCATE)

The School of Education of the University of Wisconsin-Eau Claire is evaluating its membership in NCATE. The purpose of this letter is to solicit your perception of the importance of NCATE program accreditation. Your response to the questions stated on the enclosure will be most appreciated. A self-addressed, postage-paid envelope is enclosed for your convenience.

I am grateful for your assistance.

Sincerely,

John E. Whooley

John E. Whooley
Associate Dean, School of Education

ljh
enclosure

Note: The institutional code is in the lower right hand corner of the enclosure. This will be used for purposes of the study. Neither your name nor that of the institution will be used in reporting results.

The University of Wisconsin-Eau Claire provides equal educational and employment opportunity regardless of sex, age, marital or parental status, race, color, religion, national origin, or handicap in compliance with regulations under Titles VI, VII, IX, and Section 504. Refer questions to the Affirmative Action Office, 228 Schofield Hall, (715)836-2100.

Non-NCATE Schools Head, Teacher Education

Please circle the response you feel is appropriate for each question. Add any comments you desire.

YES NO 1. If your teacher education programs were accredited by NCATE, would they have a higher level of institutional funding?

YES NO 2. Does the absence of NCATE accreditation have any adverse affect on the quality of your teacher education programs?

YES NO 3. Is recruitment of quality staff made more difficult by the absence of NCATE program accreditation?

YES NO 4. Were your institution to seek and obtain program accreditation by NCATE, would the quality of the teacher education programs be improved?

A B C 5. What relationship exists, if any, between the NCATE status of an institution's programs and the productivity of instructional staff in teacher education programs?
A. NCATE accreditation results in greater productivity.
B. NCATE accreditation results in lower productivity.
C. There is no relationship.

YES NO 6. Does your institution have Ph.D./Ed.D. programs in teacher education? If YES, respond to items #7 and 8.

YES NO 7. Do you encourage your doctoral students to seek employment in institutions that have NCATE accredited programs?

YES NO 8. Do you discourage those students from seeking employment in institutions not having NCATE accredited programs?

9. Using 1 as most important and 3 as least important, rank the three levels of program approval or accreditation.
____NCATE
____Regional (e.g. North Central Association)
____State Department of Public Instruction

COMMENTS:

Code #_____

UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

TO: Instructional Staff Members, School of Education

FROM: Jack Whooley JW

DATE: July 10, 1981

RE: NCATE study authorized by you

Recall that a committee was established in Spring 1981 to evaluate UWEC's membership in NCATE and to report back and make recommendations to you in the fall of 1981. Your response to this questionnaire is part of the information base felt necessary for such a recommendation. Please reply to each question and return this to me as soon as possible.

DIRECTIONS: For each question below, please circle the word (yes, no) that most accurately indicates your feelings. Comments are welcome.

Assume that UWEC were to retain North Central accreditation as well as DPI program approval and were to make the decision not to seek NCATE reaccreditation of its teacher education programs. As a result of that decision

YES NO 1. the quality of UWEC's teacher education programs would be affected adversely.

YES NO 2. your job satisfaction would be affected adversely.

YES NO 3. your professional development activities would be affected adversely.

YES NO 4. your professional productivity would be affected adversely.

YES NO 5. institutional funding of the programs would be affected adversely.

YES NO 6. our graduates' employment possibilities would be affected adversely.

YES NO 7. our graduates' admission to graduate schools would be affected adversely.

COMMENTS:

Note: The code number in the lower right hand corner will be used for the purposes of the study. No names will be associated with responses in our report.

Code #_____

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UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

TO: Students in teacher education programs at UWEC

FROM: Dr. John Whooley, Associate Dean
School of Education

DATE: July 10, 1981

RE: Special Favor Request

Would you give me about two minutes of your time? Please complete the form below and return to me in the enclosed self-addressed, postage-paid envelope immediately. I'd be most appreciative.

EXPLANATION:

Teacher education programs in the School of Education at UWEC are accredited at the state level by the Wisconsin Department of Public Instruction (DPI), at the regional level by North Central Association of Colleges and Schools (NCA), and at the national level by the National Council for Accreditation of Teacher Education (NCATE).

Class Standing (check one): ___Freshman ___Sophomore ___Junior ___Senior

Please check the statement(s) below that most accurately described your situation when you decided to pursue a teacher education program at UWEC.

___a. One reason I chose a UWEC teacher education program is that I knew it was approved/accredited, but I didn't know by whom.

___b. I didn't think about accreditation when I enrolled in a UWEC teacher education program.

___c. One reason I chose a UWEC teacher education program is that I knew it was accredited by NCATE.

___d. One reason I chose a UWEC teacher education program is that I knew it was approved by the Wisconsin Department of Public Instruction.

___e. One reason I chose a UWEC teacher education program is that I knew it was accredited by the North Central Association.

Were UWEC to have had Department of Public Instruction and North Central Association of Colleges and Schools accreditation but not National Council for Accreditation of Teacher Education accreditation, would you have chosen to pursue a teacher education program at UWEC?

Check one: ___Yes ___No

--USE THE REVERSE SIDE FOR ANY COMMENTS YOU WISH TO MAKE--

Note: The code number in the lower right-hand corner is for purposes of the study. No names will be associated with responses in our report. Code #_____

UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

22 July 1981

This letter was sent to the private foundations.

I am writing to you as chair of a study committee at UW-Eau Claire concerned with the value of program accreditation by the National Council for Accreditation of Teacher Education (NCATE).

One consideration important to our study is the possible relationship of an institution's NCATE status to funding from private foundations. Your response to the following question will provide us with needed information.

Q. Does the NCATE status of an institution of higher education bear on your foundation's decisions to fund institutional proposals?

_____Yes
_____No
_____Depends

Comments:

Your prompt response to this question will be greatly appreciated.

Sincerely,

John E. Whooley

John E. Whooley, Associate Dean
School of Education

ljh

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UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

21 July 1981

Dr. Lyn Gubser, Director
The National Council for Accreditation of Teacher Education
1919 Pennsylvania Avenue (Suite #202)
Washington, D.C. 20006

Dear Dr. Gubser:

The purposes of this letter are two. Presently the University of Wisconsin-Eau Claire is scheduled for an NCATE evaluation in 1983. In anticipation of that event the School of Education is evaluating its membership in NCATE. Some time ago Dr. Art Fritschel from UW-Stevens Point wrote to you about the concerns both public and private institutions in Wisconsin have regarding continued NCATE program accreditation. At Eau Claire we have decided to make as informed a decision as possible about this issue. We are attempting to approach the issue objectively. One purpose of my letter to you is to inform you of our intent so that you will be aware of what is being done.

The second purpose is to seek information. According to the Annual Lists (1969-70, 1970-71, 1975-76, 1976-77, 1977-78, 1978-79, 1979-80, 1980-81) of NCATE accredited institutions, those listed below were scheduled for a reaccreditation evaluation between 1976 and 1981. We would like to know which institutions chose not to seek reaccreditation. Accordingly, would you place a check mark on the blank in front of the names of institutions that did not seek reaccreditation. Any additional information relevant to our study that you choose to share with us will be appreciated.

Sincerely,

John E. Whooley

John E. Whooley, Associate Dean
School of Education

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attachment

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ALABAMA

___ Birmingham-Southern College, Birmingham (1981)
___ Livingston University, Livingston (1981)

ARKANSAS

___ Arkansas Technical University, Russellville (1981)
___ Harding College, Searcy (1981)
___ Ouachita Baptist University, Arkadelphia (1981)

CALIFORNIA

___ California State College at Long Beach, Long Beach (1978)
___ College of Notre Dam, Belmont (1980)
* Loyola University of Los Angeles, Los Angeles (1978)
___ Stanford University, Stanford (1978)

COLORADO

___ Adams State College, Alamosa (1980)
___ Colorado State University, Fort Collins (1981)

CONNECTICUT

___ Eastern Connecticut State College, Willimantic (1978)
___ University of Hartford, West Hartford (1980)

FLORIDA

___ Stetson University, DeLand (1977)
___ University of Miami, Coral Gables (1981)

GEORGIA

___ Albany State College, Albany (1981)
___ Atlanta University, Atlanta (1981)
___ Emory University, Atlanta (1981)
___ Clark College, Atlanta (1980)
___ Fort Valley State College, Fort Valley (1981)
___ Georgia Southwestern College, Americus (1981)
* Savannah State College, Savannah (1980)

IDAHO

___ Idaho State University, Pocatello (1981)

ILLINOIS

___ Knox College, Galesburg (1980)
___ Mundelein College, Chicago (1981)
___ Northwestern University, Evanston (1979)
___ University of Illinois at Urbana-Champaign, Urbana (1981)

IOWA

___ Graceland College, Lamoni (1981)
___ Wartburg College, Waverly (1980)

KANSAS

___ Kansas State University, Manhattan (1981)
___ Mount St. Scholastica College, Atchison (1978)

LOUISIANA

___ Loyola University, New Orleans (1976)
___ McNeese State University, Lake Charles (1981)

MAINE

___ University of Maine at Farmington, Farmington (1981)

MASSACHUSETTS

___ State College at Fitchburg, Fitchburg (1975)
___ Stonehill College, North Easton (1981)

MICHIGAN

___ Albion College, Albion (1980)
___ Calvin College, Grand Rapids (1980)
___ Marygrove College, Detroit (1981)
___ Olivet College, Olivet (1981)
___ University of Detroit, Detroit (1978)

MINNESOTA

___ Bemidji State University, Bemidji (1981)
___ College of St. Scholastica, Duluth (1979)
___ Winona State University, Winona (1981)

MISSISSIPPI

___ Mississippi College, Clinton (1980)
___ Mississippi State University, Mississippi State (1981)

MISSOURI

___ Harris-Stowe State College, St. Louis (1981)
* Marillac College, St. Louis (1977)
___ University of Missouri at St. Louis, St. Louis (1981)

MONTANA

___ Northern Montana College, Havre (1977)
___ Western Montana College, Dillon (1979)

NEBRASKA

___ Midland Lutheran College, Fremont (1979)
___ University of Nebraska at Omaha, Omaha (1981)

NEW JERSEY

___ Patterson State College, Wayne (1978)

NEW MEXICO

___ New Mexico State University, Las Cruces (1981)

NEW YORK

___ State University of New York at Albany, Albany (1980)
___ State University of New York at Buffalo, Buffalo (1978)
State University of New York System
___ College at Buffalo, Buffalo (1981)
___ College at Oswego, Oswego (1981)
___ College at Plattsburgh, Plattsburgh (1981)
___ Lehman College, Bronx (1981)

NORTH CAROLINA

___ Appalachian State University, Boone (1981)
___ Fayetteville State University, Fayetteville (1981)
___ North Carolina Central University, Durham (1981)
___ North Carolina Agricultural & Technical State University, Greensboro (1981)

OHIO

___ Ashland College, Ashland (1981)
___ Ohio University, Athens (1981)
___* St. John College of Cleveland, Cleveland (1970)

OKLAHOMA

___ Oklahoma State University, Stillwater (1981)
___ Panhandle State University, Goodwell (1981)
___* Marylhurst College, Marylhurst (1976)

OREGON

___ Oregon State University, Corvallis (1979)
___ Reed College, Portland (1977)

PENNSYLVANIA

___ California State College, California (1980)
___ Carlow College, Pittsburg (1980)
___ Duquesne University, Pittsburgh (1978)
___ Marywood College, Scranton (1980)
___ Millersville State College, Millersville (1980)
___* Moravian College, Bethlehem (1979)
___ Shippensburg State College, Shippensburg (1981)
___ The University of Pennsylvania, Philadelphia (1976)

RHODE ISLAND

___ Bryant College, Providence (1970)

SOUTH DAKOTA

___ Sioux Falls College, Sioux Falls (1981)
_* Southern State College, Springfield (1980)

TENNESSEE

___ East Tennessee State University, Johnson City (1981)
___ Memphis State University, Memphis (1981)
___ University of Tennessee, Knoxville (1981)

TEXAS

___ Midwestern State University, Wichita Falls (1981)
___ North Texas State University, Denton (1981)
___ Our Lady of the Lake College of San Antonio, San Antonio (1977)
___ Texas Southern University, Houston (1981)
___ Texas Woman's University, Denton (1981)

UTAH

___ Brigham Young University, Provo (1981)

VIRGINIA

___ James Madison University, Harrisonburg (1981)
___ Radford University, Radford (1981)

WASHINGTON

___ Fort Wright College of the Holy Names, Spokane (1977)

WISCONSIN

___ Carroll College, Waukesha (1977)
___ University of Wisconsin-Stevens Point (1981)
___ University of Wisconsin-Whitewater (1981)

* Reflects schools that have merged or ceased to exist according to Dr. Christensen of NCATE.

UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

15 July 1981

Letter sent to State Superintendent, Department of Public Instruction, Wisconsin

I am writing to you as chair of a study committee at UW-Eau Claire concerned with the value of program accreditation by the National Council for Accreditation of Teacher Education. You are probably aware that the Wisconsin public and private institutions of higher education are vitally concerned with this problem.

One consideration important to our study is the possible relationship of an institution's NCATE status to external funding, both governmental and private. Your response to the following question will provide us with information deemed necessary by our committee.

Q. Does program accreditation by NCATE provide an institution any advantage in terms of securing special program funding through the Department of Public Instruction?

_____Yes
_____No
_____Depends

Comments:

Your attention to this request will be deeply appreciated.

Sincerely,

John E. Whooley

John E. Whooley
Associate Dean, School of Education

ljh

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UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

15 July 1981

Letter sent to Director, Bureau for Teacher Education & Certification,
Department of Public Instruction, Wisconsin

I am writing to you as chair of a study committee at UW-Eau Claire concerned with the value of program accreditation by the National Council for Accreditation of Teacher Education. You are probably aware that the Wisconsin public and private institutions of higher education are vitally concerned with this problem.

One consideration important to our study is the possible relationship of an institution's NCATE status with review of the institution's teacher education programs by the Wisconsin Department of Public Instruction. Your response to the following question will provide us with information deemed necessary by our committee.

Q. Does the NCATE status of an institution of higher education in Wisconsin bear on the Department of Public Instruction's evaluation of and decisions regarding approval/non-approval of teacher education programs at that institution? (please check and comment)

___Yes
___No
___Depends

Comments:

Your attention to this request will be deeply appreciated.

Sincerely,

John E. Whooley

John E. Whooley, Associate Dean
School of Education
ljh

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The University of Wisconsin-Eau Claire provides equal educational and employment opportunity regardless of sex, age, marital or parental status, race, color, religion, national origin, or handicap in compliance with regulations under Titles VI, VII, IX, and Section 504. Refer questions to the Affirmative Action Office, 225 Schofield Hall, (715)836-2100.

UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

July 15, 1981

Letter sent to Assistant Vice President for Academic Affairs,
University of Wisconsin System, Madison, WI

I am writing to you as chair of a study committee at UW-Eau Claire concerned with the value of program accreditation by the National Council for Accreditation of Teacher Education. You are probably aware that the Wisconsin public and private institutions of higher education are vitally concerned with this problem.

One consideration important to our study is the possible relationship of an institution's NCATE status to external funding, both governmental and private. Your response to the following question will provide us with information deemed necessary by our committee.

Q. Does program accreditation by NCATE provide an institution any advantage in terms of securing GPR funds?

_____Yes
_____No
_____Depends

Comments:

Your attention to this request will be deeply appreciated.

Sincerely,

John E. Whooley

John E. Whooley
Associate Dean, School of Education

ljh

The University of Wisconsin-Eau Claire provides equal educational and employment opportunity regardless of sex, age, marital or parental status, race, color, religion, national origin, or handicap in compliance with regulations under Titles VI, VII, IX, and Section 504. Refer questions to the Affirmative Action Office, 225 Schofield Hall, (715)836-2100.

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UWEC UNIVERSITY OF WISCONSIN-EAU CLAIRE EAU CLAIRE, WISCONSIN 54701

SCHOOL OF EDUCATION

21 July 1981

Letter sent to the Directors of Regional Accreditation Associations

I am writing to you as chair of a study committee at UW-Eau Claire concerned with the value of program accreditation by the National Council for Accreditation of Teacher Education. You may be aware that the Wisconsin public and private institutions of higher education are vitally concerned with this issue.

One consideration important to our study is the possible relationship of an institution's NCATE status with review of the institution's teacher education programs by regional accrediting associations. Your response to the following question will provide us with information deemed necessary by our committee.

Q. Does the NCATE status of an institution of higher education bear on the Middle States Association's evaluation of and accreditation of teacher education programs at that institution? (please check and comment)

_____Yes
_____No
_____Depends

Comments:

Your attention to this request will be deeply appreciated.

Sincerely,

John E. Whooley

John E. Whooley, Associate Dean
School of Education
ljh

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APPENDIX B

SURVEY TABLES AND COMMENTS

No attempt was made to edit the comments except to delete institutional/state identifications in all responses but those from the Directors of Regional Accreditation Associations.

Each paragraph indicates the comments of an individual respondent.

TABLE 3

STATE OFFICIAL RESPONSE TO THE
SURVEY INSTRUMENT

Number Sent: 3
Number Returned: 3
Percent Returned: 100

1) Bureau for Teacher Education and Certification: Dr. Lond Rodman
Wisconsin Department of Public Instruction

Does the NCATE status of an institution of higher education in Wisconsin bear on the Department of Public Instruction's evaluation of and decisions regarding approval/non-approval of teacher education programs at that institution? (please check and comment)

_____Yes
_X_ No
_____Depends

Comments: None

2) Central Administration, University of Wisconsin System: Dr. Allen Slagle

Does program accreditation by NCATE provide an institution any advantage in terms of securing GPR funds?

_____Yes
_____No
_____Depends

Comments: I am not aware that NCATE accreditation (or lack of it) affects the institution's ability to secure GPR funds.

3) State Superintendent of Public Instruction: Dr. Herbert Grover

Does program accreditation by NCATE provide an institution any advantage in terms of securing special program funding through the Department of Public Instruction?

_____Yes
_X_ No
_____Depends

Comments: None

TABLE 4

CHANCELLOR RESPONSE TO
SURVEY INSTRUMENT

Number Sent: 11
Number Returned: 11
Percent Returned: 100%

QUESTIONS

1. Were your institution not to seek NCATE reaccreditation would the quality of the teacher education programs be adversely affected?

2. Does NCATE accreditation of your teacher education programs result in a higher institutional funding level for those programs than if they were not so accredited?

3. Were your institution not to seek NCATE reaccreditation would the institutional funding of teacher education programs be adversely affected?

RESPONSES

	YES		NO		NR	
	N	%	N	%	N	%
1	1	9	9	82	1	9
2	1	9	10	90	0	0
3	0	0	9	82	2	18

COMMENTS:

See next page.

COMMENTS

SOURCE: Chancellors UW System -- NCATE Schools

Re: #1 NCATE standards are focused exclusively on quantitative measures; e.g., the number of faculty holding terminal degrees and the size of a faculty member's teaching load. None of the standards assess qualitative dimensions of curriculum or instruction. Re: #2 Lower student/faculty ratios result in higher cost programs. These ratios generally are not increased significantly because it is a professional judgment that increasing the number of students per faculty member would adversely affect the quality of instruction. NCATE standards tend to support lower ratios, but they do not mandate specific maximums. It is doubtful that ratios would be raised substantially if NCATE accreditation was not sought. Re: #3 State funding of teacher education programs is currently unrelated to any form of accreditation. The only adverse effect might be some possible reductions in external funding resulting from quasi political relationships between organizations such as NCATE, AACTE, and other funding agencies. General comment: Parenthetically, it is interesting to recall that Dr. L. Stiles, Dean of the School of Education at the University of Wisconsin-Madison, was quoted in 1961 as stating: "The University of Wisconsin does not need NCATE. NCATE needs the University of Wisconsin."

Accreditation or evaluation of some form must exist. We need quality teacher education programs and the evaluation process that most adequately serves this purpose is where we need to stand. Professional accreditation needs this review.

Re: #1 Is difficult to answer. In general I believe accreditation does help maintain a degree of quality. Some of the NCATE standards appear to me to have very little to do with quality i.e., standards in organization.

I have been unable to determine that there are any real benefits to NCATE accreditation.

Re: #1 This depends on the quality of faculty and students, as well as on the historical commitment to and place of teacher education within the institutional mission. For an established program such as ours I would say 'no'. For relatively new programs the answer may be 'yes'.

The chief value of the NCATE accreditation process is two-fold: 1) The self-study which identifies institutional strengths and weaknesses in teacher education programs as measured against the NCATE standards; 2) Reciprocity in certification for students seeking to teach in most states other than Wisconsin.

Re: #1 Quality could be affected if enrollment dropped off. Re: #2 Higher institutional funding levels does not take into account needed facilities and/or support staff that may be the direct result of NCATE accreditation. Re: #3 If graduate enrollment decreased in Minn. teacher education students, funding could be affected greatly.

TABLE 5

NCATE DIRECTOR RESPONSE TO
SURVEY INSTRUMENT

1.	Institutions scheduled for reaccreditation evaluation between 1976 and 1981.*	N = 92	
2.	Institutions included in item #1 that chose not to seek reaccreditation.	N = 15	% = 16

*Based on NCATE Annual Lists enumerated in Appendix A.

TABLE 6

DIRECTOR OF REGIONAL ACCREDITATION ASSOCIATION RESPONSE
TO THE SURVEY INSTRUMENT

Number Sent: 6
Number Returned: 6
Percent Returned: 100%

QUESTION

Does the NCATE status of an institution of higher education bear on the Association's evaluation of and accreditation of teacher education programs at that institution?

RESPONSE

	YES	NO	NR
Middle States Association of Colleges and Schools		X	
New England Association of Schools and Colleges			X [a]
North Central Association of Colleges and Schools			X [b]
Northwestern Association of Schools and Colleges	X [c]		
Southern Association of Colleges and Schools		X [d]	
Western Association of Schools and Colleges		X [e]	
TOTAL	N=1 ; %=17	N=3 ; %=50	N=2 ; %=33

COMMENTS:

See next page.

COMMENTS

SOURCE: Director of Regional Accreditation Association

a) Abstracted from letter by JW: The New England associate is concerned with whether the institution as a whole is achieving its objectives. Professional accreditation is relevant (e.g. NCATE) in that the regional accrediting agency would not have to examine the areas examined by NCATE, though those areas professionally acredited would be looked at from the stand point of their relationship to the institution as a whole. "We have no policies if standards requiring professional accreditation. Our concern is that programs offered meet the over-all standards of the Association in terms of quality control."

b) North Central does not accredit programs; NCA accreditation is of the institution as a whole. Program accreditation is noted during a North Central evaluation, and those programs having program accreditation receive little attention during our evaluation, since we accept the results of the program agencies. Program accreditation is not required for North Central institutional accreditation. Many North Central colleges and universities having teacher education programs do not have NCATE program accreditation.

c) If all of the teacher education programs of a college are accredited by NCATE, Northwest will accept those evaluations and not assign evaluations to review them as part of our institutional evaluation. We will evaluate any and all teacher education programs not covered by NCATE during our Northwest evaluation.

d) In the Southern Association we sometimes have a joint evaluation with NCATE. In this case we do not have anyone in Education on our team and NCATE furnishes us a 2-3 page report for inclusion in our visiting committee report. In the event NCATE is not present, depending on the size of the program, we always include one person at least to review Education.

e) Several institutions in this region enjoy full accreditation but are not accredited by NCATE or other specialized accrediting agencies. Such accreditation is not a condition for regional accreditation. However, an NCATE accredited program, if reviewed recently, might have an effect on the number of individuals selected to evaluate teacher education.

TABLE 7

WISCONSIN DISTRICT ADMINISTRATOR RESPONSE TO
THE SURVEY INSTRUMENT

Number Sent: 219
Number Returned: 196
Percent Returned: 89%

QUESTIONS

1. Do you have a district policy that requires the hiring of teachers only from NCATE accredited institutions?

2. When hiring teachers for your district, are graduates from NCATE accredited institutions more desired than those from non-NCATE accredited institutions?

3. In your opinion, which item below best describes the performance of teachers from both institutions with and without NCATE accreditation?
   A. Graduates of NCATE accredited programs are more effective as a general rule.
   B. Graduates of programs not having NCATE accredited programs are more effective as a general rule.
   C. As a general rule the effectiveness of the teacher's performance does not appear to be related to whether or not the preparatory program was NCATE accredited.

4. Using 1 as most important and 3 as least important, rank the three accrediting or program approval agencies below according to how you value their relative importance.
   _____NCATE
   _____Regional (e.g. North Central Association)
   _____State Department of Public Instruction

COMMENTS:

See next page.

RESPONSES

	YES		NO		NR	
	N	%	N	%	N	%
1	2	1	193	98	1	1
2	48	24	142	72	6	3

	N	%
A	16	8
B	1	1
C	161	82
NR	18	9

	NCATE		REGIONAL		STATE	
	N	%	N	%	N	%
1	28	14	34	17	111	57
2	50	26	88	45	20	10
3	85	43	41	21	45	23
NR	33	17	33	17	20	10

COMMENTS

SOURCE: District Administrators

I probably should not have answered this questionnaire because I know little about NCATE.

I seek teachers from colleges where I have found successful teachers in the past. I have not made note of accrediting affiliations.

Re: #3 All our teachers are from NCATE schools--but not by design, they just are.

Re: #3 We are unaware of the evaluation process and the agencies as both relate to colleges and universities. The vast majority of our teachers come from our state university system. Very few come from other institutions or out-of-state universities.

I believe that it would be to your advantage to maintain membership in NCATE.

Re: #3 I have had one teacher from a non-NCATE college who did not receive what I consider adequate training and earned grades in an inflated college.

I am not aware of which state universities possess which accreditation. I do not differentiate between the graduates of the state universities but rather on their own personal qualities and the success they achieved on their own personalized program. Perhaps I should have.

Thanks for the opportunity to respond. I personally feel that NCATE is a great organization that cares about the professional nature of its clients.

We do not really distinguish between accredited schools. The person and his potential as determined in the interview is the most important factor.

Re: #4 Do not prefer any one.

I can't really remember the last time I hired someone from a school that was not accredited by NCATE.

I am not aware that the DPI does other than cursory look at programs as they relate to state certification requirements.

We don't question what institutions from which they graduate--99% of our teachers come from state collges and universities.

Re: #3-4 Answers are assumptions because the great majority of our teachers are graduates of NCATE schools.

I am not in a position to evaluate NCATE. I am not familiar with college accreditation programs.

I do not pay much attention as to whether the institution is accredited.

Re: #2 Initially, the person is the determining factor. Regardless of the certification criteria, preparatory institutions MUST change their undergraduate programs. This program MUST concentrate on the Taxonomy of Questioning, Assertive Discipline, Applied Professionalism, Self Assessment Techniques--weak professors produce weak practitioners who are weak in the classroom. The undergraduate needs much more emphasis on "nuts/bolts techniques"--training programs are not specific enough (too much busy work--model after engineering programs!). NCATE/NCA/DPI certification does little to produce strong graduates paper games.

The individual, not the accreditation, is the most important factor when hiring teachers.

District Administrators would have little objective data on which to base their responses. Re: #3 Have neither studied nor observed. Can't respond.

We are concerned with DPI credentials as far as our teachers are concerned. Regional or NCATE accreditation is not or hasn't been a consideration up to now.

As long as DPI issues a license that is required for employment, what difference does NCA or NCATE make?

I don't find NCATE to be effective at all at this time.

"Blessings" and related trimmings from these agencies are unrelated to teacher performance. There may have been a time when they were significant but the bureaucratic in-breeding has led to total degeneration!

Our selection is made based on the potential of the individual. Re: #4 No choice.

I assumed all state universities were NCATE. I have not compared schools according to accreditation.

Re: #4 No value.

Re: #2 The person is the important commodity. Re: #3 Do not have this information available. Re: #4 I would think all three would have a place of importance--which is most important, I do not know.

Re: #1 Policy is not written but it exists.

No teeth in any of the so called accredited programs. Screen teaching prospects before senior status.

We contact by phone and rely heavily on the recommendation of the individual's former employer. If the individual is a beginner we rely heavily on the critic teacher and/or the University Supervisor.

The only importance I attach is the quality of the graduate--which is an individual difference of the Personnel. I do have preferences from where I get my applicants but DPI certification is the only thing that is important for obtaining candidates.

Certification is the only legal factor involved. From that point, we care about who can teach--not who accredits whom!!!!! In my judgment, college accreditation became archaic at about the same time as the Edsel.

Perso ly, I do not know which colleges or universities are or are not NCATE accredited.

Re: #3 No special study done by our district re: NCATE trained teachers.

We are not that familiar with NCATE but do 99% of our hiring from Universities in Wisconsin which I assume are all NCATE members.

We have only hired NCATE members so I am not in a position to evaluate non-NCATE.

We do not know which teachers have been employed from NCATE accredited institutions and which have not. Our new teachers are evaluated during the first two year probationary period and dismissed prior to the third year if necessary. Thus far in the last few years we have nonrenewed only one teacher (she graduated from . . .).

Re: #4 I do <u>no</u> checking with respect to above--licensing, yes, DPI.

Certification by the DPI is very important.

I believe an evaluation of NCATE services is appropriate at this time.

TABLE 8

DIRECTOR OF ADMISSIONS RESPONSE TO
THE SURVEY INSTRUMENT (NCATE SCHOOLS)

Number Sent: 227
Number Returned: 204
Percent Returned: 90%

QUESTIONS

A. With reference to your teacher education programs at both the undergraduate and graduate levels:

1. Do these programs have to be approved at the state level of government before they can be offered?
2. Have your programs been approved by a regional accrediting agency (for example, North Central Assoc.)?
3. Using 1 as most important and 3 as least important to your recruiting endeavors, indicate the relative importance of the following:
   A. NCATE accreditation
   B. Regional accreditation
   C. State approval

B. With reference to teacher education programs at the undergraduate level:

4. Does your NCATE program accreditation contribute significantly to recruiting American students?
5. Does your NCATE program accreditation contribute significantly to recruiting foreign students?
6. Are students from institutions having state and/or regional but not NCATE accreditation able to transfer to your institution?
7. If you responded YES to #6, are their credits accepted on par with those of transfers from NCATE-accredited institutions?

RESPONSES

	YES		NO		NR	
	N	%	N	%	N	%
1	180	88	20	10	4	2
2	194	95	4	2	6	3

	NCATE		REGIONAL		STATE	
	N	%	N	%	N	%
1	50	25	54	26	118	58
2	62	30	80	39	40	20
3	78	38	53	26	33	16
NR	14	7	17	9	13	7

	YES		NO		NR	
	N	%	N	%	N	%
4	93	46	100	49	11	5
5	24	12	164	80	16	8
6	197	97	2	1	5	3
7	174	85	14	7	16	8

C. If you offer teacher education program at the graduate level, please respond to the following: *

8. Does your NCATE program accreditation contribute significantly to recruiting American students?

9. Does your NCATE program accreditation contribute significantly to recruiting foreign students?

10. Are graduates of institutions having state and/or regional but not NCATE accreditation able to enroll in your graduate programs?

11. If you responded YES to #10, are their credits accepted on par with those of graduates from NCATE-accredited institutions?

	YES		NO		NR	
	N	%	N	%	N	%
8	76	50	66	44	9	6
9	25	17	117	77	9	6
10	148	98	3	2	--	--
11	132	87	12	8	7	5

* NOTE: When tabling Director of Admission responses to all items regarding graduate programs, the author used the maximum number of responses given to any one item as the number of respondents.

COMMENTS:

See next page.

COMMENTS

SOURCE: Director of Admissions--NCATE Schools

RE: #3 Somewhat misleading; no program at all without "C"--NCATE won't even act if not regionally accredited.

RE: #3 However, state and regional are prerequisite for NCATE approved. RE" #10 From . . . institutions only. Others must first earn . . . certification.

There is difficulty in judging the meaning of "significantly" as used here. RE: #1 No, but are necessary for certification of graduates. RE: #2 Within University accreditation a regional agency does not grant specialized accreditation.

RE: #7 Must repeat or validate by testing. RE:#11 Validation required.

We have also qualified for a multi-state compact for program certification in northeastern states for most of our programs.

Regional accreditation is awarded to the University, not the School of Education per se. NCATE accreditation is significant to admission to the School of Education relative to certification, but not to degree, requirements.

NCATE visitations are duplicate of State and regional activities.

Regional or NCATE for transfer students.

We are beginning to have serious doubts about NCATE.

Graduate programs not NCATE approved, only undergraduate program has NCATE. We are not seeking renewal of NCATE when it comes up in 2 years!

RE: #s4 and 9 Unless there is some type of issue that calls the matter to the students' attention, students pay no attention to NCATE accreditation. RE: #s 5 and 8 The NCATE list of accredited institutions probably has an influence on students who are not familiar with a given institution and are in the information gathering stage.

Questionnaires have their limitations and a note to supplement our responses is in order. (1) Since our institution recruits on a large regional basis, individual state approval is less significant than NCA or NCATE recognition. One can't, however, ignore the legal significance of the state since we operate within the laws of an individual state. Frankly, for us all three have equal weight. (2) We think NCATE is significant in our recruiting efforts but we recognize transfers and graduates from non-NCATE institutions. NCATE has greater significance beyond the issue of whether or not a University will or will not recruit or accept students from non-accredited institutions. I think it is important to consider issues such as: Is it desirable for teacher education to have national standards which transcend state borders? Does a faculty (and institution) benefit from the self-evaluation and external

evaluation processes used by NCATE? Does recognition by NCATE signify something significant to the external world? While the ebb and flow of support for NCATE continues to swirl I think the advantages exceed the limitations. Most major professional fields (Law, Medicine, Business, Engineering, Journalism) have national accreditation, teacher education should do the same. If individual institutions have reservations about the standards or process they can influence future developments.

I approve and support NCATE for other reasons--peer review and program quality control. RE: #s 10 and 11 Some.

All three agencies in A-3 are critical to us because we do not have the authority to offer the programs to students without the accreditation from all three under our governance structure. NCATE is required by our Board of Governors. RE: #3 All are critical because we do not have approved programs under governance structure without all three. RE: #s 7 and 11 If accredited by other agencies.

NCATE is most important to us because graduates can be certified in other states. About 25% of our grads go out of state to teach.

Education students have been in short-supply. I expect enrollments to go back up. Then NCATE accreditation will play a larger role.

RE: #s 6 and 10 The previous work of transfer students is reviewed on a course-by-course basis; transfer credit is allowed for equivalent courses. However, at the graduate no more than six transfer credits are accepted.

I believe that NCATE is most valuable: A) Self Study Value B) Student-Faculty Recruitment C) Public Image D) Research Grant etc. RE: #s 6 and 10 Yes, with additional requirements.

Accreditation in and of itself is not a major factor in our recruiting practices. However, it does have meaning to our students who are interested in seeking certification in other states.

RE: #6 But they must complete our requirements before graduation. RE: #7 Yes, if it is an accredited institution.

We do feel that teaching programs should be accredited by the professional educators. If not, some government agency will take it over and that would be intolerable.

We, too, are considering/evaluating the importance of NCATE program evaluation.

RE: #7 Credits are accepted with certain conditions. RE: #8 Yes for out-of-state students; No for in-state. RE: #11 Credits are accepted with certain conditions.

We consider NCATE accreditation essential for students moving out-of-state. Approximately 25-30% of our students do. RE: #s 7 and 11 Depends on other accreditation, not NCATE.

. . . College is currently evaluating its relationship with NCATE.

The "yes/no" response might not be appropriate. There is some degree of contribution made by NCATE accreditation. However, the yes/no dicotomy does not allow for such expression. We have found that the value of NCATE accreditation is in placement of our program graduates, reciprocity, etc.

Put in your way--one wonders if it is worth the time and money.

We must have regional accreditation and state approval before NCATE, but since . . . draws students from across the U.S. the NCATE accreditation is just as important. RE: #3 All equally important. RE: #11 Bachelors degree may be accepted if the school is regionally or state approved.

While all college level courses with a grade of C or above transfer to the institution it is the prerogative of the department to decide if they will accept these courses toward the Major.

The attitude of prospective employers toward NCATE could have an impact on recruiting efforts.

Very little contact for NCATE approval; one request for statement of NCATE accreditation in two years.

RE: #7 Not always! RE: #11 Because we would only admit top quality students.

RE: #3 Musts, no option from my perspective. RE: #s 5 and 9 Unknown. College/University accreditation by state/regional associations used as base line. NCATE is private and optional.

Our college of Education considers NCATE very necessary and very desirable. Further, they deem it as a driving force in influencing the continued quality of teacher training program.

RE: #3 Most of our T.E. grads seek certification outside our state.

NCATE is important to us in obtaining grants (Fed. and Private) and recruitment of faculty.

We value NCATE accreditation but our program must be approved under NASDTEC standards by the State.

RE: #7 Yes, except for professional education courses. RE: #11 No for a few unusual circumstances.

RE: #7 Maybe--it depends. NCATE School transfer students probably have an edge.

RE: #s 4, 5, 8, and 9 It doesn't boost recruiting in and of itself, but lack of it could hurt recruiting.

It is difficult to evaluate the impact of NCATE accreditation on recruiting efforts, but we do get questions from students, especially graduate, about our accreditation.

We do have graduate program--but not handled in undergraduate admissions. RE: #7 Must be C- or better. May ask to repeat.

RE: #7 It doesn't matter. What matters is state approval. RE: #11 What matters is state approval, not NCATE.

We're coming up for NCATE visit in 1983-4. Shall we do it??

RE: #7 Individual decision made in each case.

We do not feel the value of NCATE accreditation lies with student contact or recruitment but rather with the value of their degree after graduation.

We do not have a graduate program in education. RE: #7 This depends on type of credits.

I dislike the idea or at least implication that the decision whether or not to seek NCATE will be based largely on marketability factors.

There may be some hidden benefits but we don't seem to be affected at the recruiting level.

It is my belief that very few students know what accreditation is, and how it effects them. However, I believe that we do well when we are "forced" to evaluate and upgrade our programs. It fights complacentcy.

We feel this is an important membership to hold, particularly from the standpoint of reciprocity in other states for out Teacher Education graduates.

Our faculty debated the question of NCATE accreditation for several years. It was finally decided to request reaccreditation for the undergraduate programs only, which was granted in 1980. Our graduate programs are not NCATE accredited.

. . . College recruits students from states along the eastern seaboard. Their attention is called to the NCATE accreditation of the institution. Students occasionally ask if preparation at . . . College will be honored by certification agencies in their home state. RE: #2 . . . Association approval for the institution, not for specific programs. RE: #7 Do not accept credits for courses in our professional education component.

NCATE helps when recruiting students from out of state.

The "director of admissions" forwarded this to the Dean's office. I doubt that the Admissions Office staff have heard of NCATE.

Accreditation is not to get students but to keep faculty and program continually up-dated and make sure our graduates have far more than minimum state requirements for certification. Our programs are submitted to DPI for approval so we can certify directly for proper certification without submission of transcripts. Our programs are always so much more than state minimums, so we are always approved.

NCATE accreditation is highly desirable and we will continue to seek it.

NCATE approval enables our graduates and certificates to be accepted in other states. RE: #3 Critical, we would not have it without state approval.

We are in the process of phasing out teacher education programs at both the undergraduate and graduate levels. However, a program in school management will be offered at the graduate level.

RE: #3 Students are instructed to inquire about regional accreditation. They are not familiar with the others.

With all its flaws, I believe in the process of NCATE accreditation. RE: #1 According to the NCATE standards but our program we not for same reason.

RE: #3 C and B are prerequisite to A according to NCATE procedure. RE: #5 Yes, but less so than 4. RE: #s 7 and 11 Yes for General Education major, No for Education courses.

RE: #1 For certification--we can offer them but students could not be certified.

The graduate student must have graduated from an accredited institution with national listings.

This form overlooks the value of NCATE to our graduates and it fails to account for differences between schools of education of quality and those which need improvement. Harvard and Stanford will hardly need an accrediting body to insure their quality, but what about . . ., . . .? RE: #3 B and C are equal.

RE: #1 These programs have to be endorsed (by Coordinating Board of Higher Education).

We did not seek NCATE approval for our Graduate programs, although we sought and obtained it for our undergraduate programs. The consensus seemed to be that NCATE is not really a quality-control device, that institutions join it simply because other institutions do. There is not a shred of eveidence that the absence of NCATE approval for our Graduate programs has had any adverse effect.

We value NCATE accreditation at . . . State University. Our enrollment in teacher education would be less if we did not have NCATE accreditation.

Graduate program not NCATE approved.

RE: #s 7 and 11 All transfer credits are reviewed to determine comparability to our requirements and state approved program standards.

We think it is important to keep our NCATE accreditation. RE: #1 All

We believe that membership in NCATE has values beyond recruitment. Whereas prospective teacher education students may not select an institution mainly on the basis of its NCATE membership; in many cases the institution's quality has been enhanced because of NCATE membership.

"Significant" should be defined. NCATE accreditation is important and students ask about it; however, I'm not sure that it determines whether or not a student will attend our school.

I find some of these questions difficult to answer since I don't have data to support my conclusions. I truly feel we must think carefully before we drop NCATE from our institutions since I see nothing on the horizon to fill that void. We in teacher education deal from weakness and without NCATE we lose another supporter.

There might be some question about the value of any accreditation in terms of its contribution to recruitment, but there is no question in my mind of the negative aspect of non-accreditation.

TABLE 9

DIRECTOR OF ADMISSION RESPONSE TO
THE SURVEY INSTRUMENT (NON-NCATE SCHOOLS)

Number Sent: 154
Number Returned: 116
Percent Returned: 75%

QUESTIONS

A. With reference to your teacher education programs at both the undergraduate and graduate levels:

1. Do these programs have to be approved at the state level of government before they can be offered?

2. Have your programs been approved by a regional accrediting agency (for example, North Central Association)?

3. Using 1 as most important and 3 as least important to your recruiting endeavors, indicate the relative importance of the following:
   _____A. NCATE accreditation
   _____B. Regional accreditation
   _____C. State approval

B. With reference to teacher education programs at the undergraduate level:

4. Does the absence of NCATE program accreditation significantly hurt your recruiting of American students?

5. Does the absence of NCATE program accreditation significantly hurt your recruiting of foreign students?

6. Are students from institutions having state and/or regional but not NCATE accreditation able to transfer to your institution?

7. If you responded YES to #6, are their credits accepted on par with those of transfers from NCATE-accredited institutions?

RESPONSES

	YES		NO		NR	
	N	%	N	%	N	%
1	101	87	14	12	1	1
2	105	91	7	6	4	3

	NCATE		REGIONAL		STATE	
	N	%	N	%	N	%
1	3	3	33	28	77	66
2	9	8	68	59	29	25
3	91	78	5	4	5	4
NR	13	11	10	9	5	4

	YES		NO		NR	
	N	%	N	%	N	%
4	3	3	109	94	4	3
5	1	1	108	93	7	6
6	113	97	1	1	2	2
7	111	96	2	2	3	3

TABLE 9

C. If you offer teacher education programs at the graduate level, please respond to the following: *

8. Does the absence of NCATE program accreditation significantly hurt the recruiting of American students?

9. Does the absence of NCATE program accreditation significantly hurt the recruiting of foreign students?

10. Are graduates of institutions having state and/or regional but not NCATE accreditation able to enroll in your graduate programs?

11. If you responded YES to #10, are their credits accepted on par with those of graduates from NCATE-accredited institutions?

	YES		NO		NR	
	N	%	N	%	N	%
8	2	4	53	96	---	--
9	0	0	52	95	3	5
10	53	96	0	0	2	4
11	51	93	1	2	3	5

* NOTE: When tabling Director of Admission responses to all items regarding graduate programs the author used the maximum number of responses given to any one item as the number of respondents.

COMMENTS:

See next page.

COMMENTS

SOURCE: Director of Admissions--Non-NCATE Schools

We did not re-apply for NCATE! RE: Part C Just beginning.

RE: Part C Not offered except as special students. For them, the same answers apply.

I feel NCATE is still very important as an evaluating agency. It is the only one listed above not related to government or governmental control.

Problem: Some pressure brought by Feds (1) Non-NCATE IHE MA's not accepted by foreign governments--e.g. Thailand; (2) Fed funding might not be forthcoming for Non-NCATE IHE's.

Recently pressures have been brought to bear which could change the responses given above. For example, NEA has encouraged their members to advise high school students not to attend schools without NCATE accreditation. Professional organizations such as American Association of School Psychologists may require NCATE accreditation for approval of programs.

NCATE accreditation is of value when schools have nearby competitors it gives those (with NCATE) schools an extra selling point. We have heard that there are school systems that will only hire NCATE graduates that would be disastrous if true but it is not true in this area.

RE: B-5 Somewhat.

RE: Part A From our perspective (. . . Law) it is now very important to have state approval. But programs do not have to be state approved.

RE: B-4 Some but not significantly.

RE: A-2 Institutional programs as a whole.

We are going to seek NCATE approval in the near future for purpose of improving our program's image, statewide, regionally, and nationally.

No graduate education program.

Aside from state and regional accreditation, we participate in the NASDTEC program review. NASDTEC approval establishes reciprocity/certification for our graduates in most states at a cost much less than NCATE (NASDTEC visits are conducted in conjunction with our state approval visits). I personally feel no need to seek NCATE and see little value in it. Many of the NCATE "standards" relate to a bureaucratic structure (vertical organization) which are at odds with our decentralized and liberal arts based organization. RE: A-3 Their impact is not upon recruitment--the primary source for our students is the . . . region.

Campus opinion suggests that NCATE teams we have experienced are often staffed by individuals lacking backgrounds necessary to give direction to institutions involved with problems of big city education or with such specialty areas as art education, family counseling, dance therapy. In other words, NCATE lacks the credibility it once had. RE: A-2 Not recently.

If students transfer from institutions without regional accreditations their credits are often not accepted. RE: A-1 Certification is easier and students get ICC if programs are approved. RE: B-4 Can't know for certain. RE: B-5 As far as we know. We have very few.

RE: A-3 This is no longer valid in . . . because of sp. human relations req.

This questionnaire is difficult to answer because we have no elementary education program and require those students interested in secondary level to attend 2 summers for their education courses and practice teaching. Our students do not take education courses during the regular terms. Consequently, anyone admitted to the university can add the education program to their regular major. RE: B-5 We don't recruit either U.S. or foreign students for teacher education.

An institutional study here in 1974 determined that the cost of NCATE accreditation surpassed the merits of it.

NASDTEC does not appear so much in our general recruitment as it does when we talk with students about the program. I know it has made a difference in some students' final decision. We are not NCATE.

Along with state approval, we also have NASDTEC approval and "Interstate Certification Contracts" approval. This gives us reciprocity with 30+ states, which serves our needs very well. RE: A-1 ". . . have to be" --highly desirable. RE: A-2 As a part of general institutional approvals (. . .). RE: B-5 No basis for judgment. RE: B-6 and B-7 The important thing about transfer credits is Regional, not NCATE, approval.

. . . State has rigorous standards, thereby rendering other accreditation less essential.

RE: A-1 Yes, before institutional recommendation for certification can be given.

Our college and its education program, aside from having State Approval statue, have been approved by . . . /regional association/.

Thanks for your effort--we are also evaluating whether or not to maintain membership in NCATE. RE: A-3 State approval--all that counts.

NCATE would be a desirable national endorsement for our programs, but it is not an essential one--only to the extent that the organization can discourage federal funds to non-NCATE programs and foreign governments not to recognize non-NCATE.

Yes/No choices too tight--I would like to comment more.

We are not NCATE accredited, primarily because the costs do not justify the benefits for an institution of our size.

In . . . NCATE is required as well as NCA in order to be given State Approval. Thus, we conclude NCATE accreditation. We operate at the undergraduate level only.

RE: B-5 Yes--Canadian.

RE: A-3 Of equal importance really.

Our institution is not a member of NCATE and in our opinion, does not affect or hinder our program.

We have never been an NCATE school, and I don't know what we will do in the future. This whole question is now under review. Is the expense and effort ratio equal to the outcome advantages of NCATE? I am not clear on this either. What are your thoughts? RE: A-2 No, but the University yes? RE: B-5 and C-9 Not enough data to know.

RE: A-3 We don't participate.

RE: A-2 Institution is approved. RE: A-3 See #2--. . . does not accredit individual programs.

RE: B-4 Not to our knowledge. RE: B-5 Very few foreign students in program--no real foreign recruiting effort. RE: B-6 Must be state approved. RE: C-10 At this time, graduate students must have taken at least one undergraduate lab at our college and have a B.A. from our college--we offer an integrated five year program leading to an M.A. and certification.

TABLE 10

HEAD, TEACHER EDUCATION DIVISION RESPONSE TO
THE SURVEY INSTRUMENT (NCATE SCHOOLS)

Number Sent: 227
Number Returned: 219
Percent Returned: 96

QUESTIONS

1. Were your institution to choose not to seek program reaccreditation by NCATE, would the institutional funding of your teacher education programs be adversely affected?

2. Does NCATE accreditation increase the quality of your teacher education programs?

3. Is recruitment of quality staff made easier by NCATE program accreditation?

4. Were your institution to choose not to seek program reaccreditation by NCATE, would the quality of the teacher education programs be lessened?

5. What relationship exists, if any, between the NCATE status of an institution's programs and the productivity of instructional staff in teacher education programs?
   A. NCATE accreditation results in greater productivity.
   B. NCATE accreditation results in lower productivity.
   C. There is no relationship.

6.
7. > These items not reported because directions were not followed.
8.

9. Using 1 as most important and 3 as least important, rank the three levels of program approval or accreditation.
   ____ NCATE
   ____ Regional (e.g. North Central Association)
   ____ State Department of Public Instruction

COMMENTS:
See next page.

RESPONSES

	YES		NO		NR	
	N	%	N	%	N	%
1	64	29	138	63	17	8
2	149	68	57	26	13	6
3	102	47	102	47	15	7
4	87	40	110	50	22	10

	A		B		C		NR	
	N	%	N	%	N	%	N	%
5	79	36	2	1	126	57	12	5

	NCATE		REGIONAL		STATE	
	N	%	N	%	N	%
1	44	20	27	12	124	57
2	60	27	88	40	41	19
3	87	40	73	33	26	12
NR	28	13	31	14	28	13

COMMENTS

SOURCE: Head, Teacher Education Divisions -- NCATE Schools

Any evaluative process does something that increases the quality of programs.

Re: #7-8 In the employment times of today, students can't be that selective. In ordinary times we try to place our students in the better institutions, the majority of which are NCATE accredited.

Our Education department is committed to producing a quality product as they have done before NCATE accreditation. However, the majority of our students come from outside . . . and thus NCATE stamp on their transcripts is important.

Re: #2 Believe there is some program benefit to the self study preparation process--as we do this also for NASTEC and regional accreditation. I could not state that quality of teacher education would drop without NCATE--as we move into a five year state approval (I.C.C.) process (started in 1977)--NCATE looks a) less important and b) too expensive to continue.

Answers are always colored by conditions which do exist. If NCATE did not exist answers might be different. NCATE does exercise some control and does cause institutions to be more conscious of quality and accountability.

It helps in transcript evaluation by other institutions and state departments.

National standards for the professional programs are a must. Any move to move away from these standards will result in NEA, AFT, and similar organizations establishing state standards that are designed for set up of a union block. There's currently a move in . . . .

While we do not find that the NCATE standards or visits necessarily helpful, the process of preparing for them creates an excellent opportunity for self study and rethinking of what we are doing.

Except for reciprocity, I do not favor NCATE. I think it is too over-priced! Small institutes find the cost too much of a burden. We are, however, "caught" because it is our smallness that forces us to seek such accreditation in order to have status in others' eyes! Re: #9 The latter (State Department of Public Instruction) is being considered for . . . . I feel it will be the most important accreditation.

Don't necessarily support NCATE and it must undergo changes if we continue but, we must maintain some kind of national accreditation in Education otherwise we are at the "mercy" of states alone and that reduces our prestige and "clout" and is a bit risky.

At this time we feel that our NCATE accreditation is an asset to the institution and will seek to continue to be NCATE accredited.

We have given serious thought to our NCATE affiliation (program approval expires in 1985). General feeling is that NCATE is of little value to us. Major concern is possible relationship between NCATE approval and eligibility

We have given serious thought to our NCATE affiliation (program approval expires in 1985). General feeling is that NCATE is of little value to us. Major concern is possible relationships between NCATE approval and eligibility for certain Federal grants.

We continue to believe that NCATE is important. RE: #2-4 NCATE allows for improvement in the sense that faculty will often respond to NCATE demands more than (ironically!) the demands of the profession per se.

This is the only possible rank as NCATE won't consider a college that is not already regionally accredited and accredited by that state's Teacher Education Department. RE: #9 Is not stated so that you will get a valid response.

Our only reason for continuing to seek NCATE approval is inertia and tradition. Nobody can name a bad consequence that would occur if we withdrew, yet some faculty fear hypothetical loss of standing.

The number of questionnaires emanating from the various campuses of the University of Wisconsin clearly indicates that NCATE program accreditation has come under some very close scrutiny. I can only state that having graduated from the University of Wisconsin at a time when they withdrew from NCATE I can honestly say I had some problems. However, I too question whether or not NCATE, as well as other association accreditations are in fact worthwhile relative to the amount of money expended and time consumed preparing for them. Good luck in your efforts.

RE: #9 Must have State Department by state statute so this question is really not valid. RE: #1 Can't answer this one. There is no way of knowing.

The process of preparation for an institutional visit is the most important aspect of NCATE. In addition, the different standards do have impact on the curriculum and organization of the education program.

RE: #9 It is inappropriate to rank. In . . . , teacher certification is a function of NCATE and SDE accreditation. Without both, for example, school administrators in our program could not be certified nor could they be employed in this state.

RE: #2 But so would other evaluative processes. RE: #4 Yes, if we did not have a process of evaluation. RE: #5 If one assumes that evaluation moves us to continue development where we should. I believe that accreditation provides us an opportunity to grow and develo through self-evaluation. To say we may not if we do not have NCATE accreditation is difficult. The value of any such exercise may be to look at ourselves through criteria set by an external agency. This perhaps gives some general standards through which we may look at our programs. We may not have such an opportunity if some agency such as NCATE did not put the standards together. Each individual institution could not do it. I believe NCATE may be beneficial to some institutions and maybe not so useful to others. In . . . such a process is a part of the approval process for teacher education programs in lieu of a state evaluation.

RE: #2 No but the efforts to meet accreditation does. Re: #4 I would hope not but it does provide leverage for dealing with the central administration. Re: #5 Again it is utilized to encourage productivity. Re: #7 Most do give employment in such institutions but we do not worry about it. I am not sure that the questions posed get at the value of NCATE. If NCATE were to die, something else would of necessity take its place. I would rather see NCATE develop professionally than as an arm of unionism but I think the profession can control it--or whatever succeeds. We didn't find NCATE unreasonable. We had a good chairman and a good team. When some of the self-importance wears off the control staff it should continue as a force for improvement.

Re: #9 Must have regional to get state approval and must have state approval to graduate students in teacher education. Not a fair question.

Re: #9 All are important. You need all three.

This questionnaire is obviously political in tone and loaded! For small institutions like ours, I consider NCATE accreditation essential for our survival in the training of teachers. Larger institutions will be the ones who have a choice, not the smaller ones. I do not wish to have our institution associated in any way--not even an indication of refusal to answer--to questions 1, 5, and 9.

The DPI is so much more thorough and clear in . . . that I feel NCATE is redundant. Re: #9 Was difficult because focus shifts, with . . . covering the total institution, while DPI and NCATE concentrate on education programs.

NCATE requires a program evaluation process that is on-going and comprehensive. The department can seek released time for this activity and others because of NCATE.

The State Department is the most important because they have a knife to our jugular vein. We can't get anyone certified to teach without their approval. NCATE membership does help to keep the State Department in line, or at least provides a little leverage. Re: #1 Not immediately. Re: #2 It may help in the long run. Re: #4 Not immediately.

We sought NCATE accreditation in cooperation with two other local colleges. Were we to decide as a single institution, I doubt that we would have opted for seeking accreditation. The NCATE process did not increase the effectiveness of our program or call attention to any weaknesses we were not aware of. We found the administrative office of NCATE difficult to deal with and unorganized. While we received accreditation, it was not an experience to look forward to again.

Re: #5 No data on which to base response. Re: #9 This is an inappropriate question. NCATE accreditation requires state and regional approval. I do regard regional as least necessary. The state must be responsible for state certification; national standards and accreditation serve to unify and guide the profession nationally. Both are very important and in . . . their congruence simplifies review procedures and cost.

RE: #2 Not directly. We have visitation next year. I hope the self-study has an impact. RE: #6 Yes, with another institution--a cooperative program.

We would very much like to have the same accreditation standards for both NCATE and state department.

We are currently NCATE accredited and have been for many years. However, we too are evaluating our membership (benefits and expense, etc.). As you might guess from my responses above, we are leaning toward dropping NCATE. When there was more direct certification reciprocity among states for graduates of NCATE schools, we felt that was some benefit. However, most states now are adding on so many additional requirements that even the "certification" advantage for our graduates seems diminished. When weighed against cost, the NCATE membership doesn't stack up very well.

We also have very rigid state accreditation so I am really not responding from purely an either/or stance. RE: #3 None ask about it.

RE: #2-4 Quality has a closer relationship to institutional financial support.

Many of our faculty would choose not to continue our NCATE affiliation.

RE: #9 Without this (State Department of Public Instruction), we would have no one receiving teaching certification.

RE: #9 Here NCATE approval brings State Department approval.

. . . Association does not accredit individual programs, it accredits institutions.

RE: #9 I cannot actually separate NCATE and the State Department of Education in terms of importance. Both are really no. 1--NCATE accreditation virtually guarantees State Department approval. NCATE accreditation is an indispensable unpleasantness.

RE: #9 Can't be done--they serve different purposes; i.e. NCATE = professional, Regional = general education matters, State Department = legal status.

RE: #9 NCATE requires regional accreditation.

NCATE is far too expensive for what an institution gets!

Quality is quality, thus an accreditation agency can't produce quality. You either have it or you don't. An accreditation agency can assist you in evaluating yourself which may assist you in developing your programs to maintain or to achieve quality. Quality is measurable, only when compared NCATE provides the yardstick of measurement.

RE: #2-4 To the extent that we use the standards for self study and change.

RE: #1 This item is tied to whether or not state approval is linked to NCATE accreditation, and without state approval--no funding. RE: #5 Productivity needs to be defined.

RE: #2 It helps in pinpointing weaknesses.

RE: #3 These days it is so easy to recruit because of job situation. RE: #9 They are totally different and for different reasons. We could not certify teachers without State Department and Regional accreditation. NCATE is a quality--not required--not something everyone has--thing. I definitely think NCATE is worth it especially for graduates.

RE: #2 Not to any significant extent. RE: #3 Since we are accredited, I don't know whether it has an impact on applicants. It has never been mentioned by an applicant in an interview. Some certifying agencies inquire if the institution is NCATE approved. However, I don't believe certification could be denied to a graduate of an institution that is not NCATE accredited. There has been some effort to tie some federal funds to NCATE accreditation, but this has been relatively unsuccessful. I believe that most of us consider some type of national accreditation to be desirable. The cost, politics, and general nature of the information gained from the NCATE process are causing serious questions as to whether NCATE accreditation is worth the investment.

Perhaps the most benefit of NCATE accreditation to us as a . . . institution is the service we can provide graduates of our program seeking certification in states that ask for recommendations from NCATE accredited institutions. As a . . . State University we are interested in having national accreditation in as many of the disciplines and professions for which we are eligible.

You are, of course, grappling with a major issue in teacher education. While there are many aspects of the NCATE process which are expensive in time and money, and irritating in many regards, we continue to look at NCATE positively. The process does indeed require a type of internal auditing which is not all bad. I'm sure you are aware of the NCATE study being conducted by . . . .

RE: #1-3 I answered yes to 1-3 primarily because if our school were not NCATE accredited many Teacher Education programs would probably be in the school of Arts & Sciences. This arrangement, in my opinion, would weaken the pedagogical agents of Teacher Education; and our school would be allocated less FTE's.

In my career I have participated in the preparation of three institutional self-studies for NCATE. Since 1972, the . . . has established internal reviews for purposes of long range planning and budgeting which are much more thorough and demanding on the faculty and administration. I might add that the Department of Education in the . . . is much more specific and exacting than NCATE which results in more programmatic changes than occur following an NCATE visitation. I would favor an eventual wedding of NCATE with State Approval processes. I am a firm supporter of external as well as internal self-studies. In conversation with many international visitors they are always amazed that the faculty submits itself to so many

evaluative processes in support of accreditation. Certainly, the achievement of . . . , state and NCATE Accreditation does nothing to hinder the employment of the graduates of this School of Education. We shall probably continue to seek NCATE approval through this present decade.

This document is "loaded" to elicit data in a very obvious direction. That may be valuable to you to support a decision already made but may not be at all useful for decision making.

RE: #7 With the general expectation that we want our graduates to be placed in lst rate teacher education programs and this has been associated with NCATE membership.

RE: #9 Poor question friends. Regional is mandatory, state program approval required. NCATE is the only choice.

RE: #5 I believe that as we adhere to the variety of requirements of NCATE and local approval we spend creative time and energy that might be otherwise used in more innovative ways to prepare teachers.

We are one year away from the visit and have found the consideration of the standards to be a healthy, growth experience. (However, you might ask again in one year.)

I think you have left out an important question, namely what does it mean to have NCATE accreditation for our students? It means that they can move about the U.S. and be credentiated more readily. Furthermore what you fail to state or ask in this survey is this: Schools of Ed. that are of high quality in a sense aren't going to get better because of accreditation alone but schools which are low in quality have standards they must achieve or be denied. This helps pull them up. Therefore I believe that the good, better and best Schools should remain with NCATE. We do have a responsibility to the profession as a whole. I regret that your survey fails to take these ideas into account.

RE: #2 and 4 My responses to #2 and 4 appear contridictory, but I feel NCATE self studies make us look at our program and hopefully lead to improvements. I don't think our program quality would be lessoned if we didn't but I like to think we can always improve. Our major reason for having NCATE accreditation is to facilitate exceptance of our graduates in other states. We also believe it assists our graduates in securing positions.

RE: #9 All three levels are tied together. You can hardly have NCATE without the other two.

Question #9 needs to be restated. NCATE accreditation would be impossible without State and Regional accreditation, just as Regional depends on State accreditation as a basic requirement.

The standards of NCATE help us as a small institution. It provides us with some justification for funding in some areas that might not be maintained if accreditation wasn't a concern.

The limited possible responses forces a very subjective judgement in above questions. NCATE accreditation is professionally imperative. Without it the profession has much less say in the determination of academic policy relative to teacher education.

RE: #2 and 4 I could answer "Yes and No" to #2 and 4. We are in the throes of deciding about reaccreditation in 1985-86. Personally, I subscribe to the notion of NCATE partly because NCATE came about largely from AACTE;s desire to upgrade teacher education years ago. My conscience tells me we shouldn't abandon our goals. On the other hand, if one is quite sure the teacher education program of which he is a part is a good one, why risk the reaccreditation? We have obtained a Phi Beta Kappa Chapter within the last three years, we have a fine faculty all round, but would a Visiting Team, especially NEA rep's, find us measuring up to standards? We have very few minorities in our 1,200 member student body, we have few remedial programs for entering freshmen (or transfer students), and we have more than a few faculty members who would feel no remorse if Teacher Ed. were deleted from the curriculum. Another factor which enters into our decision making is the fact that the . . . Dept. of Ed. is making headway at last toward a periodic review process which will include on-site visits. If that process is in place by 1985, I am quite sure . . . will not seek reaccreditation by NCATE. Incidentally, our new president (this year) is not disposed to support further NCATE accreditation.

The only reason that I can see to continue NCATE accreditation is to keep our graduates who move out of state. It is easier for them to get certified in other states. Our state dept. will not accredit if we are not accredited by the . . . . /regional association/

RE: #9 Regional is not worthy of ranking.

All the right questions were not asked! What about other benefits, such as 1) Getting graduates certified in other states. 2) Benefit for graduates getting into job campaigning. 3) Recognition of program quality by other institutions and agencies. 4) Benefit to graduates going to other schools for advanced study.

RE: #7 and 8 These questions do not permit an accurate response of "yes or no." Thus these responses are qualified answers.

Responses reflect legal realities--not professional choices in all cases. NCATE accreditation is extremely important to the profession of education.

RE: #9 State Dept. approval is a "legal" necessity, states vary in ability to monitor or interpret compliance with standards that almost any institution may be state approved that couldn't meet national standards in any area.

Regional accreditation doesn't even examine teacher education curriculum in any specificity--the institution as a whole is examined using other accreditation in specific areas as evidence of institutional quality.

RE: #9 All equal, vital importance. A fully accredited school of teacher education cannot be without NCATE, Regional, and State accreditation. They are essential.

I found it difficult to respond "yes or no" to most of the questions. For example, I have no idea as to whether professors working with doctoral students would cite NCATE as a criterion in recommending a good place of employment. At the same time, it is possible that some professors may do so and I would certainly make that a criterion to bring to the attention of doctoral students. It is also difficult to state categorically that NCATE accreditation improves the quality of programs on a one-to-one basis. I have no doubt that the standards contribute to the quality of programs though there are many other variables at work. Over all, however, I am convinced that NCATE accreditation is vital to the future of the profession. I would go further and argue that we need to reach the stage when institutions not NCATE approved be driven out of teacher education.

We are a private-denominational college, so #1 really doesn't apply. Questions like #2 are hard to answer. When we joined NCATE in 1960 the standards did make a difference. But given the course we are on and have been on for the intervening years, I doubt if NCATE's accreditation has done anything for us. Further, I don't like the process. In effect, all one must do is formally meet six categories of standards. The team is instructed to ask questions, but offers no evaluative comment as they proceed. The exit interview is a rather cold affair: a litany of yes you have met, no you haven't, etc. And the final letter from the Council is as brief and non-communicative as the exit interview.

RE: #9 Having been at the college only this past year, had DPI review --programs would not change much for 2 or 3 in #9. I believe . . . has an excellent program going to itself!

RE: #1 Possibly; I believe the accrediting agencies give us a "level" in obtaining funds from local (our campus) administrators.

RE: #9 State approval is a pre-requisite to NCATE.

RE: #3 and 5 These items were left blank because I am unsure of answer. NCATE accreditation will continue to be desirable to our students and our institution as long as certification reciprocity functions well. State accreditation procedures are in other respects quite adequate.

RE: #9 Is moot since all three are required for us.

This is a silly slanted questionnaire, of no objective value.

RE: #9 You need all 3!

RE: #9 Should include institutional program reviews.

I believe in NCATE but the increase of strength in teacher unions is lessening its importance at the inservice level.

We are strongly considering not seeking reaccreditation in 1985 as we feel our State standards provide a quality program.

We have found the NCATE Standards and the self-study process very useful.

RE: #9 This is a "forced choice" and I think all three are equally important--However, teachers couldn't even be certified to teach without state dept. approval.

The problem with having to make an NCATE decision is that the answers to the questions you ask are in the main unknown. There seems to be important forces working to link eligibility and accreditation. See Chronicle--June 16, 1980 and Change, pp. 32-37. If the linkage is made, not being certified will be a serious problem. Also, as states make it more and more difficult to attain licenses by transcript approval, but automatically accept diplomas from NCATE approved institutions, then students could be handicapped by a graduation from a non-NCATE approved institution. Once an institution gives up its NCATE accreditation, it may find it difficult to become re-accredited. (See the IRT report from Michigan State about the influence of the team chair. Good luck.)

NCATE reciprocity has meant much to our teacher education students. . . . is now making individual state by state reciprocity instead of NCATE recognition. This is a national trend we will watch and consider before deciding on application for NCATE reaccreditation after the visit this spring of 1982. We still value the national, regional, and state program accreditations/approval program status.

RE: #9 We have to have DPI approval to survive and other than these mandatory aspects, I think I would have noted them--3-1-2.

RE: #5 We may attract a few students with NCATE. General comment: We have decided after lengthy discussions to seek continued NCATE accreditation. We will be visited in the spring of 1983. The strongest argument we have for continued NCATE accreditation is a feeling that some of our supporters might interpret dropping NCATE as a sign of weakness, that it, that we think we could not qualify.

RE: #1 and 4 Out institution was just reaccredited by NCATE. We would not even consider not being accredited as we feel that the NCATE standards and the NCATE process are of great importance in terms of ensuring that our programs receive the recognition they deserve as maintaining a high standard of excellence. RE: #9 Impossible to rank, they are equally important.

RE" #1 Probably in the long run. RE: #2 Mostly through self study process. RE: #4 I think in the long run. General comment: NCATE

participation forces us periodically to do a self study which provides for faculty ownership in the programs. Our graduates are more marketable beyond state boundaries. If we were faced with leadership not strongly supportive of teacher education programs, and if we did not have some minimal requirements, budget allocations could go it other directions.

TABLE 11

HEAD, TEACHER EDUCATION DIVISION RESPONSE TO
THE SURVEY INSTRUMENT (NON-NCATE SCHOOLS)

Number Sent: 154
Number Returned: 131
Percent Returned: 85

QUESTIONS

1. If your teacher education programs were accredited by NCATE, would they have a higher level of institutional funding?
2. Does the absence of NCATE accreditation have any adverse affect on the quality of your teacher education programs?
3. Is recruitment of quality staff made more difficult by the absence of NCATE program accreditation?
4. Were your institution to seek and obtain program accreditation by NCATE, would the quality of the teacher education programs be improved?
5. What relationship exists, if any, between the NCATE status of an institution's programs and the productivity of instructional staff in teacher education programs?
   A. NCATE accreditation results in greater productivity.
   B. NCATE accreditation results in lower productivity.
   C. There is no relationship.
6. 7. 8. These items not reported because directions were not followed.
9. Using 1 as most important and 3 as least important, rank the three levels of program approval or accreditation.
   ____ NCATE
   ____ Regional (e.g. North Central Association)
   ____ State Department of Public Instruction

COMMENTS:
See next page.

RESPONSES

	YES		NO		NR	
	N	%	N	%	N	%
1	10	8	119	91	2	2
2	14	11	117	89	0	0
3	2	2	125	95	4	3
4	19	15	95	73	17	13

	A		B		C		NR	
	N	%	N	%	N	%	N	%
5	10	8	1	1	102	78	18	14

	NCATE		REGIONAL		STATE	
	N	%	N	%	N	%
1	11	8	30	23	84	64
2	5	4	81	62	30	23
3	98	75	7	5	8	6
NR	17	13	13	10	9	7

97

COMMENTS

SOURCE: Head, Teacher Education Division--Non-NCATE Schools

Ours is a small liberal arts institution with teacher education programs only in secondary education and music, K-12. The additional requirements and controls represented by NCATE accreditation would be resisted by this institution. Additionally, new requirements recently implemented by . . . for teacher education programs provide quality without extensive paperwork or interference with the liberal arts mission of the college.

This institution is applying for NCATE accreditation. A team visit is scheduled for March, 1982.

Our state accredits colleges by NCATE standards

I still think NCATE is good and we will try for it when we can afford it. It helps the students get jobs.

With NASDTEC reciprocity providing our students with certification in most states (virtually all of those which are the home states of the students) NCATE is very unattractive to us since it (a) requires a bureaucratic structure which does not git our institution's organization and (b) it costs money.

NCATE is awfully expensive and its local value is debatable but there is a need for some organization like it to sort of reflect back to us what we may not easily be able to see ourselves. Who checks on the "checker" --NCATE, in this case? We do fine without them!

We think that NCATE is an expensive, unnecessary super-structure in teacher education and it doesn't do anything to improve the quality of teacher education. The sooner it disappears from the scene, the happier we shall be! It's a costly bureaucracy without a raison d'etre.

State of . . . requirements are so demanding, we easily exceed NCATE.

We have not even sought NCATE accreditation. It is too expensive for one reason.

The main problem we have in not being NCATE is occasionally our students do not understand why we are not "accredited"--but once explained, the problem disappears. Also occasionally a superintendent will prefer students or teachers from an NCATE program. RE: #9 Both of these are important (Regional and State Department of Public Instruction).

RE: #5 I cannot give an answer based on hard data, but I believe that C is the likely answer. RE. #9 State Department of Public Instruction and Regional accreditation are both a top priority, but since DPI approval is mandatory if we are to have a teacher prep. program, I have marked it #1.

We have seriously considered seeking NCATE approval and have decided it would not be of any additional value to our institution and its program. More recently, this seems to be more true than in the past.

Re: #9 The State Department of Public Instruction uses the NCATE standards for its approval of undergraduate/graduate teacher education programs.

Re: #'s 1-4 (They) are referring to matters that are too complex to answer yes or no. If I could qualify my answers, I'd say "probably not." Re: #5 (It) is hinged upon definition of "productivity"-- vague. This is not a very adequate survey.

Re: #2 In Secondary Education, we are finding that some states only give temporary certification to our graduates since we are a non-NCATE school. None of our graduates who seek certification in . . . are able to get certification presently due to the difference in General Education requirements. We are concerned if NEA continues to move in the direction that only teachers who graduate from a NCATE accredited school be hired. This is an issue we plan to discuss and to make informed judgments in the near future. Presently, it seems to be more important for us to be state-approved rather than NCATE accredited since reciprocity seems to be more in this direction rather than NCATE, NADSTEC or ICC reciprocity.

We are currently undergoing an NCATE Self-Study. Our team visit will be in April, 1982.

We have decided to seek NCATE approval this next year.

Re: #7 Don't have. Re: #9 Don't feel one is superior to others.

I just completed one of these -- far too simplistic.

We see no reason to join.

In my opinion we need an accreditation agency at the national level. NCATE could be that agency, but it seems to over-react to the pressures of vested interest and/or self-serving groups. Thus, we are forced to do more with less --within highly restrictive limits (time, resources, etc.). The nature and characteristics of outlets for local field experiences determine how well our students demonstrate competencies-- only the state departments regulate consistency for effectiveness. Re: #4 Slightly. The self-study process has some influence.

. . . is a state using NASDTEC standards for Program Approval and Accreditation evaluation. Since we believe that NASDTEC and NCATE standards are the same in most cases, the question, for us, is whether NCATE can give us anything that will justify the outrageous yearly cost for membership in NCATE. I do not think it does. Also, I hear that NCATE is a confused and politically contentious group which is more interested in the politics of accreditation than in quality programs and program development. I've heard horror stories from a few colleges about the games involved in accreditation. I believe that my college simply does not need this grief.

A strength of NCATE accreditation has been reciprocity of certification requirements between states. This has been eroded by requirements added by various states.

RE: #4 and 5 This question is very vague. It presupposes that NCATE membership accreditation is a positive influence. To my knowledge, there is no relationship.

Re: #4 Quality would not be improved by NCATE accreditation but probably the program would be improved as the result of self-study and resultant improvements.

In our followup studies completed in the sixteen years I have been at . . . only two graduates were inconvenienced because we did not belong to NCATE. Both were accepted anyhow. The reputation of the graduates is much more important to program success than is membership in NCATE. Re: #4 I doubt it.

Few of our graduates seek out-of-state jobs. Those who do have had little trouble being certified even though we are not an NCATE school. This is because institutional and state standards are higher than most state's standards. So, we don't need NCATE--or the hassle and expense of getting their approval. Re: #2 Our state regulate standards along with SACS accreditation are tougher than NCATE.

Since we do not have NCATE accreditation my responses are negative. The only difficulty we have experienced is that one student has withdrawn because of lack of NCATE accreditation. This was a member of a Religious Community of Sisters who teach in many different states.

We had NCATE and dropped it.

It is actually too expensive.

NCATE accreditation would enhance certification procedures and opportunities for securing teaching positions for our graduates.

The answers to 1-4 are just guesses since we have never sought nor had NCATE accreditation. It may be valuable, particularly to mid-west institutions. It has not been needed by graduates in the west so has not been sought by us because of the expense involved.

We have participated in NCATE until this year. Due to budgetary considerations, administrative decisions were to only go the regional accreditation route. The Education group resisted but lost. Re: #3 Not recruiting presently.

Just as college program effectiveness is improved by the periodic review of an external accrediting agency so too should accrediting agencies have their procedures, goals, and objectives reviewed on a periodic profession-wide basis. An accreditation review of NCATE's standards, procedures, and organization is long over due.

RE: #4 If NCATE were to make recommendations for improvement, our institution would probably meet them, even if it meant more money. REL #s 7 and 8 Our Ed.D. program is preparing practitioners for leadership positions in Schools and Community Colleges, not necessarily in university professional roles.

Since our placement record of those who sought teaching positions exceeds 90% for the past fifteen years we believe recruiters find our product as good as it would be if we were accredited by NCATE.

We had NCATE accreditation until two years ago. We dropped NCATE and have suffered no obvious ill effects from that and have saved dues, evaluation costs, etc.

RE: #1 Answered by a non-NCATE school, it would probably go without saying that NCATE, with its greater demands, would necessitate a higher level of funding.

We are a small institution which had NCATE and chose not to reapply. Unless there is some political pressure that makes it a particular "hurdle" that we must jump, I am satisfied not to seek NCATE approval. There is nothing there that is of higher standard than our state process demands and I can use limited funds to better advantage for students.

I have served on NCATE teams on several occasions and I have taught in fully accredited and non-accredited institutions. While I hold a deep conviction that NCATE has arrogated to itself power and authority not originally intended, there is no doubt in my mind that the denial of accreditation does have dire effects upon the quality of teacher education programs.

State Department approval elicits the major outside emphasis or level of criteria. It is extensive and thorough and has its own evaluation processes. Regardless, the motivation and quality of staff at . . . would generate strong programs. We have maintained membership (institutional) in AACTE.

RE: #1 Leverage to maintain accreditation. RE: #2 Little press for self-evaluation.

We were NCATE accredited in 1959 and reaccredited in 1969. These evaluations were valuable to us. In 1979 we believed the State of . . . accreditation program was better designed than NCATE's. This made the excessive costs of NCATE difficult to justify. Hence we did not continue in NCATE.

RE: #3 No opportunity to hire. RE: #4 Possibly--specifically in terms of response to P.L. 94-142.

The Education Program is approved by the state. More red tape would be an impossible burden for small (35 student teachers each year with three faculty each part-time) program in liberal arts college.

The only differen-e NCATE might make is to force us to hire more staff. This may or may not improve program quality. We have little difficulty placing our teacher graduates without NCATE accreditation. RE: #2 It would mean lower student/faculty ratio. RE: #4 Quality is good now.

We have recently dropped NCATE, (about 1½ years ago), and I feel it has had no detrimental effect on our program.

Speaking from the viewpoint of a small, private, liberal arts college, we believe that a possible advantage of NCATE membership would be easier employment of our graduates, and easier obtaining by them of credentials in other states. On the negative side, possible disadvantages might be the time, and expense of the process of obtaining approval, past of which may be conside ed of marginal difference as far as improving a program, plus the lack of assurance that approval will result after the time and effort. Consequently, the effort could be counter productive.

RE: #s 4 and 5 I don't know. My experience with NCATE accredited institutions is first-hand as a student but not as a faculty member. I would need to experience an evaluation and the subsequent effects to answer confidently.

(1) Our own state DPI does a very thorough job of evaluating teacher education programs. (2) I am not aware of any definitive research evidence showing that NCATE accredited "products" are superior to non-NCATE "products."

The teacher education program of our College of Education has been reviewed by the . . . Association of Schools and Colleges and the National Association of School Directors of Teacher Education and Certification (NASDTEC). While our program is not currently reviewed by NCATE, accreditation by NCATE is one of our goals within the next six years.

New teacher education standards in . . . , effective July 1, 1980, have upgraded programs considerably. Also, the provisions for on-site review and monitoring of such programs have assured compliance. I think NCATE membership would be redundant for us and would make requirements that our university would find unnecessarily restrictive.

RE: #2 We are affected by NCATE standards since . . . uses them for accreditation guidelines.

We are accredited by NASDTEC, by the . . . State Department of Education and by our Regional Accrediting Agency. NCATE turned us off twenty years ago. They seemed only to be interested in large institutions and numbers and being a smaller private college (2500 Day, 2000 Evenings) producing only 100-150 teachers yearly we did not want to play their numbers game. A quality pro-ram does not have to be a large program.

I suggest you investigate the possibility of NASDTEC accreditation. It offers reciprocity with approximately 35 states, operates on a state level and thus is more sensitive to the needs of individual institutions, and costs very little to participate in.

NCATE as a public relations vehicle is valuable. Also it cuts through red tape in some states for the certification of graduates. Overall, though, in our estimate, it is not worth the price. We do fine without it. Many outside our college feel our non-NCATE program is superior to the programs of the 3 NCATE schools in our immediate area. We made the decision last year not to pursue NCATE.

As a small liberal arts college in a state having NASDTEC reciprocity it is not economically feasible to seek NCATE approval. NCATE standards are applied in program design and implementation although approval is not sought. Re: #5 C refers to a small church related liberal arts college. There would possibly be a strong relationship in universities. Re: #9 State Department approval is mandatory for all certification programs.

NCATE has had no bearing on our accreditation by . . . Department of Education. However, there is a very strong movement by the . . . -NEA in this state to turn teaching training over to the union via Teacher Centers, etc.

TABLE 12

REPRESENTATIVE OF PRIVATE FOUNDATION RESPONSE
TO THE SURVEY INSTRUMENT

Number Sent: 8
Number Returned: 8
Percent Returned: 100%

QUESTION

Does the NCATE status of an institution of higher education bear on your foundation's decisions to fund institutional proposals?

RESPONSE

	YES	NO	NR
Carnegie Corporation of New York			X[a]
Ford Foundation		X	
W. K. Kellogg Foundation			X[b]
Lilly Endowment		X[c]	
Andrew W. Mellon Foundation		X[d]	
Charles Stewart Mott Foundation		X	
Rockefeller Foundation		X[e]	
Spencer Foundation		X	
TOTAL	N=0 %=0	N=6 %=75	N=2 %=25

COMMENTS:

a) We rarely fund projects concerned with pre-service teacher training so the issue is not one we have had to confront.
b) Relates to the specific nature of the proposal and the organization's capacity to deliver.
c) The Endowment has not funded teacher education programs and the question of accreditation has not come up.
d) Not applicable to Foundation Programs.
e) Decisions are dependent on the Foundation's program interests and the availability of funds.

TABLE 13

UW-EC SCHOOL OF EDUCATION INSTRUCTIONAL STAFF
RESPONSE TO THE SURVEY INSTRUMENT

Number Sent: 89
Number Returned: 71
Percent Returned: 79%

QUESTIONS

Assume that UWEC were to retain North Central accreditation as as DPI program approval and were to make the decision not to seek NCATE reaccreditation of its teacher education programs. As a result of that decision:

1. the quality of UWEC's teacher education programs would be affected adversely.
2. your job satisfaction would be affected adversely.
3. your professional development activities would be affected adversely.
4. your professional productivity would be affected adversely.
5. institutional funding of the programs would be affected adversely.
6. our graduates' employment possibilities would be affected adversely.
7. our graduates' admission to graduate schools would be affected adversely.

COMMENTS:

See next page.

RESPONSES

	YES		NO		NR	
	NR	%	NR	%	NR	%
1	6	8	59	83	6	8
2	4	6	65	92	2	3
3	4	6	65	92	2	3
4	2	3	67	94	2	3
5	8	11	38	54	25	35
6	17	24	36	51	18	25
7	17	24	30	42	24	34

COMMENTS

SOURCE: UW-EC School of Education Faculty

I am not sure of how this would affect questions 5-7.

Re: #'s 5, 6, & 7 Are the way I feel, but I suspect that I'm not well enough informed to make a judgment.

I just don't know enough about NCATE and its impact to respond sensibly to this.

To me, personally, it would make no difference whatsoever. I honestly don't know, however, whether employers and graduate schools take this more seriously. Re: #'s 5-7 I don't know.

Do not feel able to answer questions 1, 5, 7.

Re: #7 Perhaps in rare instances.

Re: #7 I have no data to make a judgment on this one.

My responses are based on the limited information given us by the Dean.

Could there be a problem with out-of-state certification? Re: #6 Maybe.

I do not believe that institutional funding of programs would be affected adversely, but it could be.

Re: #'s 1, 5, 6, & 7 My responses to these items assume that UWEC would pull out from NCATE alone; however, if UW-Madison and Milwaukee would also pull out, my responses would change to "maybe."

Re: #'s 5, 6, & 7 I honestly do not know the answer as these seem to be somewhat factual in nature. My <u>feeling</u> is that if we have North Central and DPI, our program would remain visually viable. Generally, while self study is valuable, the results of outside visitations have not been particularly useful. In fact, because visitation is so superficial (as has been attested in articles on the topic) recommendations are sometimes so mundane as to recommend what we are already doing.

RE: #5 No to "adversely" but possible it could be some.

I am of the "old" school--have been led to believe that these accreditations are <u>super</u> important for an institution's academic credibility. Is it or isn't it??

I do not know enough of the importance of NCATE to #s 5-7 to indicate a feeling concerning these items.

Re: #5 I have read that certain accreditations are necessary before an institution is considered an eligible candidate for certain Federally related grants--this may be a viable factor to investigate.

I was lead to believe that NCATE was important but I'm not sure to what extent. RE: #5 Possibly.

I do not know how to answer the last three questions. I do not know how much prestige this organization carries with agencies outside our own.

I did not answer 5 and 7 as I do not have information regarding this. I do not feel that NCATE is an influencial factor regarding institutional funding. I also do knot know if a student must be a graduate of an NCATE school to be accepted in graduate school. My feeling is that it would not affect acceptance.

I find it difficult to respond to #1, # 6, and #7. Given the NCATE role of the development of standards and its continuing effort to update standards, I suspect there might still be a relationship between quality of a program and one's NCATE effort. It raises also the question of what will replace NCATE. The state officers group in the fifty states is the most frequently mentioned plus efforts within the state department such as in Wisconsin. These depend on public funding and are particularly vulnerable at this point in time. NCATE is really a part of the private sector instead of the public, a part of the professional rather than the political.

I would make certain that the other Schools of the University are making an equal sacrifice.

The biggest concern I would have is P.R.--I don't believe our program would be adversely affected--but, someone outside of the University (public, other universities, politicians) might view this adversely. Unless other sister institutions (. . .) are also chopping their affiliation with NCATE. Also, in time, say 10 years, it would be advantageous for someone outside of the "U"--in addition to NCA and DPI--to look at our program. We could get myopia and not see a problem that people outside the "U" could see.

Don't play code games. This can be done on a professional level by professional people. There must be some!

My last two yes's are better read as maybe's. I think that the effect on students is certainly possible but not certain.

RE: #s 5 and 7 (They) are not open to "feelings." Factual material must be found to answer those. What exactly is meant by "institutional funding"?

My first reaction is "independence." We seem able to exist without NCATE. However, I am ignorant of statistics--what % of programs are endorsed by NCATE and therefore have graduates who are employed as opposed to programs without NCATE endorsement? We con't really say until we have tried it--could we come humbly back to the fold if we tried it without NCATE and then discovered we were mistaken. I think what it really boils down to is: Do we have enough nerve to try it without NCATE. We really haven't any idea what the consequences might be.

Re: #6 I am not directly connected with teacher placement and don't know if NCATE membership is even a factor in placement. If it is, then, of course, we must consider the future of our graduates. If not, then I am seriously wondering what we do get for our money.

What impact has NCATE had on improving the quality of teacher training? In recent years I do not believe that it has been substantial. Re: #1 What evidence supports history of improvement? Re: #5 With exception of some possible federal funds. Re: #7 Uncertain...but important consideration.

Am not familiar with NCATE. Do not feel qualified to answer any questions about it.

TABLE 14

RESPONSE TO THE SURVEY INSTRUMENT OF
UWEC STUDENTS ENROLLED IN THE SCHOOL OF EDUCATION

Number Sent: 372
Number Returned: 313 Freshman 2, Sophomore 50, Junior 99, Senior 148, NR 14
Percent Returned: 84% Freshman 1, Sophomore 16, Junior 32, Senior 47, NR 5

REQUEST:

Please check the statement(s) below that most accurately described your situation when you decided to pursue a teacher education at UWEC.

a. One reason I chose a UWEC teacher education program is that I knew it was approved/accredited, but I didn't know by whom.

b. I didn't think about accreditation when I enrolled in a UWEC teacher education program.

c. One reason I chose a UWEC teacher education program is that it was accredited by NCATE.

d. One reason I chose a UWEC teacher education program is that I knew it was approved by the Wisconsin Department of Public Instruction.

e. One reason I chose a UWEC teacher education program is that I knew it was accredited by the North Central Association.

	N	%
a	138	44
b	128	41
c	26	8
d	47	15
e	18	6

Were UWEC to have had Department of Public Instruction and North Central Association of Colleges and Schools accreditation but not National Council for Accreditation of Teacher Education accreditation, would you have chosen to pursue a teacher education program at UWEC?
Check one: _____Yes _____No

YES		NO		NR	
N	%	N	%	N	%
198	63	91	29	24	8

COMMENTS:
See next page.

COMMENTS

SOURCE: Students in UWEC Teacher-Education Programs

Considering the problems which all University graduates and especially education majors are facing in trying to find long term employment, the accreditation program by the National Council is a valuable resource for the future. It should be valued and kept.

I had heard that UWEC had a good program for Education. That was part of the reason I came here. I didn't think about acceditation because I had heard so much about it being a good program. The main reason for coming to UWEC was because I was planning to enter a convent here and UWEC was nearby for me to finish my education.

As a Communicative Disorder major enrolled in the School of Education. I feel very uninformed as to what goes on in the School of Education. I'm sure that I speak for many Com. Dis. majors. We must meet the requirements set up for us by the School of Education, yet there is a wall that sets us apart from the actual Education major.

I've always assumed Eau Claire's accreditation of education to be suitable for me although I never knew the extent to which it applied. When I first considered college, Eau Claire's program for teacher education seemed very satisfactory. I'd heard of the program from many learned people--including my parents who have been in the field of education for about thirty years. For these reasons I chose Eau Claire. But I am glad to know that UWEC programs are accredited at all these levels.

I am not real familiar with the organizations listed, but it would seem to me that greater degree of affiliations would only be more helpful to our teacher education programs.

The teacher education program was a degree to fall back on or as a supplement to school psychologist degree.

If the NCATE means certification around the nation, then I think it's a very important program to have at Eau Claire.

I didn't care who it was approved by I just want to become a teacher.

I was already attending UWEC when I decided upon Elementary Education as my major-- so the factor of which one it had been accredited by did not influence my decision.

I am from Eau Claire and decided to continue my education in Eau Claire. I was aware that the program at UWEC was approved, however; my original area of study was not education.

When I first entered it didn't matter. However as I got further into my degree it became important. If it had not been accredited by DPI, NCA, and NCATE I might have considered relocation in finishing up my degree program.

The SCED requirement of Teaching PE is ridiculous for anyone pursueing a coaching minor: The whole thing should be reevaluated by anyone but . . . who doesn't have an idea.

I feel that in one of our Freshmen courses or during registration; orientation, we should get this information. I never fully new by whom, and how until I took FED 490. I also feel that the Education (teacher accredited) is one of the best there is. And I choose UWEC for this reason.

At the time I didn't look at accreditation, so I have to say I would have. I didn't think of accreditation when I decided to go through the teacher education program at UWEC, but perhaps I should have. I can see if I had looked at accreditation, and Eau Claire didn't have the NCATE perhaps I would have considered another school who did, or another area of study.

I am a music education major-- I chose Eau Claire because I knew it had a fine music program!

When I enrolled at UWEC I did not know much about accredeted related matters. For that matter I still am not knowledgeable on the topic and am unfamiliar with the association mentioned, other than the DPI. The reason I chose UWEC was because of their fine placement record. I would appreciate any further information on accreditation and the significance the associations mentioned in your letter hold in its regard. If you would, I would appreciate any information you could send me to enlighten me of this ignorance. Thank you!

When I chose UWEC for a major in Bus. Ed, the last thing I had in mind was accreditation. I realize now its important; but fresh out of high school thats not one of the reasons I chose EC.

I assumed Eau Claire was accredited by NCATE.

I do not realize what these associations stand for.

I knew UWEC had a good teacher education program when I took the advice of two people to enroll in the school of education. That knowledge makes it difficult to honestly answer your final question. UWEC has a fine reputation and NCATE accredidation did not play a significant role in my entering the teacher education program.

I decided to become a teacher of secondary education only as an option to fall back on (after I graduate). I simply want to be certified as a teacher--however, I may or may not actually teach.

I chose Eau Claire because I had heard from previous education students that UWEC offered an excellent education program. I thought nothing about whether or not UWEC was accredited.

Re: a. In the beginning now, I know it makes a difference.

I would think a National accredation would be wanted for those people who wish to teach in other parts of the country. The state accredation is needed because most of the students leaving UWEC still get jobs within the state. As for the regional level, unless the benefits our great I see know reason for it. But I am not well informed about such things. Thank you!

I chose Eau Claire because of the school's reputation thoughout the state as a fine teaching institution. I had trouble filling out this survey because I don't know much about accreditation. Perhaps more info should be getting to the students as to exactly what influence UWEC's accreditation will have on their program and on their job placement. Would it make a difference to an employer were UWEC's teaching program not accredited by NCATE?

The reason I choose UWEC was for its string music program. I never took any of the questions asked into consideration.

Now that I am more informed about UWEC School of Education and what it offers I hold its accreditation on all three levels very highly.

I assumed that UWEC was fully accredited.

I chose EC because it is close to home.

I would still have continued my education pursuits had UWEC not been accredited by NCATE; however, I feel of the accreditations, this is by far the most important.

I never gave this thought before, but now I'm going to research up on this matter.

I knew it was an accredited school, and it has a very good reputation. I never really considered by whom.

I am enrolled in the education program because I am a Communication Disorder major.

I did not think much about UWEC accreditation when I chose to enroll. I assumed the school was accredited by the Wisconsin DPI and probably by NCATE. Based on the survey, it seems that you are considering the possibility of dropping NCATE. I have seen some of the criticisms levelled at NCATE in educational journals. I can understand why a decision to drop NCATE might seem more convenient. However, I think the established purpose and goals of NCATE are very worthwhile to an institution which educates future teachers. I have heard that NCATE is revising its standards and trying to improve them. I would hope that UWEC carefully considers the purpose of NCATE accreditation and its value to a program of quality education for those who wish to teach. Personally, I would rather keep NCATE as a part of UWEC teacher education.

TABLE 15*

SURVEY OF NEA STATE AFFILIATES,
EXECUTIVE DIRECTORS/SECRETARIES

Do any master agreements in your state require that new teachers complete NCATE approved programs?

State	No	Yes	Comments (some paraphrased)
Alabama	X		
Alaska	X		We would like to see such language in our contracts.
Arizona	X		. . . requires training at an institution listed as accredited in the American Assoc. of Collegiate Registrars and Admissions Officers Report.
Arkansas	X		
California	X		
Colorado	X		
Delaware	X		
Georgia	X		[such] negotiations not permitted in Georgia. NCATE is one of several acceptable routes for receiving state certification in Georgia.
Hawaii	X		There are no local associations in Hawaii. One statewide association.
Idaho	X		
Illinois	X		
Indiana	X		
Kansas	X		
Kentucky	X		
Louisiana	X		
Maine	X		We are in full advocacy of requiring NCATE graduation.
Maryland	X		
Massachusetts	X		

State	No	Yes	Comments (some paraphrased)
Michigan	X		
Minnesota	X		
Mississippi	X		We do not have master contracts in any of our school districts. We do not do collective bargaining.
Missouri	X		
Montana	X		
Nebraska	X		
Nevada	X		
New Hampshire	X		
New Jersey	X		
New Mexico	X		
North Carolina	X		We do not have master contracts in NC. Requirements for employment include NTE and recommendation for certification from approved teacher ed. programs.
North Dakota	X		I have not seen any such stipulation. However, in our judgment, it would not be a bad idea.
Ohio	X		
Oklahoma	X		20 colleges and universities in Oklahoma are approved by the State Board of Education to carry on teacher education programs. 14 of them are NCATE accredited.
Pennsylvania	X		PSEA has a resolution suggesting such agreements.
Rhode Island	X		
South Carolina	X		We would advocate the practice of including such a provision if collective bargaining were legalized. At any rate, it would be good local policy. NCATE may not be all it should be, but it is superior to all current alternatives.
Tennessee	X		

State	No	Yes	Comments (some paraphrased)
Texas	X		Texas teachers are not covered by a collective bargaining law. However, we as an association endorse collective bargaining for educators, and we also endorse NCATE.
Utah	X		
Vermont	X		
Virginia	X		
Washington	X		We hear talk from institutions in our state that as NCATE gets more stringent in its expectations some colleges may choose not to meet standards.
West Virginia	X		No bargaining in WV, therefore no "agreements". 8 of 15 (approx.) teacher training programs in WV are NCATE approved.
Wyoming	X		Wyoming certification standards are based upon NCATE approved programs. Other programs can be approved by the State Board of Education. It would certainly be a handicap to Wisconsin graduates in Wyoming if NCATE affiliation were dropped.

No responses were received from the following states:

Connecticut
Florida
Iowa
New York
Oregon
South Dakota
Wisconsin

* Taken from Dr. White's study with his permission.

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UNIVERSITY OF WISCONSIN - WHITEWATER
800 West Main Street, Whitewater, Wisconsin 53190
College of Education

Dear

The Deans of Schools/Colleges of Education in the public universities in Wisconsin are considering whether to continue their affiliation with the National Council for Accreditation of Teacher Education (NCATE). I have been selected as one of the members of a sub-committee which was appointed to gather certain information regarding this matter.

We would be grateful if you would let us know whether there are any local associations in your state whose master agreement with their school district stipulates that in order for new teachers or school service personnel to be eligible for employment they must have completed an NCATE approved teacher education program.

Will you please fill out the enclosed self-addressed postal card and return it to me.

Thank you for your help.

Sincerely,

Everett M. White
Associate Dean

EMW/hw

Enc.

1. Your state_____
2. We don't know of any such master agreements in this state _____(check), or,
3. We are aware of the following local schools which have such agreements (list):

_____

_____

_____

_____

4. Other, or additional comments:

_____

_____

_____

_____

APPENDIX C

LIST OF FEDERALLY-FUNDED PROGRAMS TAKEN
FROM
THE 1980 CATALOG OF FEDERAL DOMESTIC ASSISTANCE & UPDATES

U.S. Dept. of Educ. Number	Title	Regulations	121 Ref. to Accred?
84.003	Bilingual Education	45CFR, 123, 123a	No
84.004	Civil Rights Technical Assistance & Training	45CFR, 180	
84.005	College Library Resources	Fed.Reg., 11/18/74	No
84.006	Teacher Centers	45CFR, 197	
84.007	Supplementary Education Opportunity Grants	45CFR, 176	1*
84.008	Alcohol & Drug Abuse Education Program	45CFR, 174	No
84.014	Follow Through	45CFR, 158	No
84.015	International Studies Centers & Foreign Language & Area Studies--Fellowships	45CFR, 80	1*
84.016	International Studies Programs	45CFR, 146	1*
84.017	Foreign Language & Area Studies Research	45CFR, 146, 80	No
84.020	Fulbright-Hays Training Grants	Federal Register	1*
84.023	Handicapped--Research & Demonstration	Fed.Reg. 8/18/78 Vol. 43, 161, 36634-36638	No
84.024	Handicapped--Early Childhood Assistance	Fed.Reg., 2/20/75, Vol. 40, 35, 7408-7430	2*
84.028	Handicapped--Regional Resource Center	Fed.Reg., 2/20/75, Vol. 40, 35, 7408-7430	2*
84.029	Handicapped--Personnel Preparation	Fed.Reg., 2/20/75, Vol. 40, 35, 7408-7430; also, 4/18/77 Vol. 42, 75, 20298-20300	2*
84.030	Handicapped--Teacher Recruitment and Information	Fed.Reg., 2/20/75 Vol. 40, 35, 7408-7430; also CFR 132, .1-.37	2*
84.036	Library Training	Fed.Reg., 5/17/74, 17540	1*
84.039	Library Research and Demonstration	Fed.Reg., 5/17/74 17546; also 2/6/76 5393	No
84.042	Special Services for Disadvantaged Students	45CFR, 157	No
84.044	Talent Search	45CFR, 159	No
84.045	Teacher Corps--Operation & Training	45CFR, 172	No
84.046	University Community Service--Grants to States	45CFR, 173	No
84.047	Upward Bound	45CFR, 155	No
84.051	Vocational Education--Program Improvement Project	45CFR, 105	No
84.055	Higher Education--Cooperative Education	Fed.Reg., 5/2/78, Vol. 43, 85, 18639-18685	No

84.066	Education Opportunity Centers	45CFR, 154	No
84.067	Use of Technology in Basic Skills	Federal Procurement Register	
84.070	Ethnic Heritage Studies Program	Fed.Reg., 6/22/79 Vol. 44, 122	No
84.074	Career Education	45CFR, 161a	No
84.076	University Community Service--Special Project	45CFR, 173	No
84.077	Bilingual Vocational Training	45CFR, 105	No
84.078	Regular Education Program for Deaf and Other Handicapped Persons	Fed.Reg., 6/15/76 Vol. 41, 116 24125-27	No
84.079	Education for Use of Metric System of Measure	45CFR, 160a	No
84.080	Education of Gifted and Talented Children and Youth	Fed.Reg. 4/3/80, Vol. 45, 66, 22690-22700	No
84.081	Community Education	45CFR, 160c, also 100 and 100a	No
84.082	Consumer Education	45CFR, 160e	No
84.083	Women's Education Equity	45CFR, 160f	No
84.084	Elementary & Secondary School Education in the Arts	headquarters	
84.086	Innovative Programs for Severely Handicapped Children	45CFR, 121c	No
84.094	Graduate and Professional Opportunities	headquarters	
84.095	Citizen Education for Cultural Understanding Program	Fed.Reg., 5/12/78 Vol. 43, 93; also 3/2/79, Vol. 44, 86	No
84.099	Bilingual Vocational Instructor Training	45CFR, 105	No
84.100	Bilingual Vocational Materials, Methods and Techniques	45CFR, 105	No
84.103	Training for Special Program Staff and Leadership Personnel	no regulations	
84.105	Basic Skills Improvement	45CFR, 162; also 100 a-d	No
84.138	Educational Services to Cuban and Haitian Entrant Children	45CFR, 1226	No
84.141	High School Equivalency and College Assistance Migrant Program	20CFR, 689	No

*1="Institution must be accredited by a nationally-recognized accrediting agency or association.

APPENDIX D

THE BENEFITS OF NCATE ACCREDITATION
FOR HIGHER EDUCATION PERSONNEL*

*SOURCE: NCATE Flier

NOTE: In his study Dr. Fritschel requested support of these claims from NCATE's Director. A letter of support was received from the associate director and is on file for review.

WHAT ARE THE BENEFITS OF NCATE ACCREDITATION?

- In a 1978 nationwide study, presidents of the American Association of State Colleges and Universities (AASCU) concluded that NCATE's primary value to higher education was the "establishment of standards and the promotion of self-evaluation" for colleges, schools, and departments of professional education.
- NCATE's growing role in eligibility for state and federal funding has provided a direct monetary benefit to many institutions. NCATE accreditation has become a requirement for funding in such areas as early childhood education (Title XX, Child Development Training Act). NCATE is routinely requested to provide perspectives on specific institutional programs by such agencies as the Bureau of Education for the Handicapped and the Office of Bilingual Education.
- Many foreign nations use NCATE's *Annual List* as the basis for providing stipends to their students who enroll in American professional education programs.
- The federal government makes NCATE's *Annual List* available to all foreign consulates and embassies. Where our government provides verification to foreign nations that their students have completed fully-accredited teacher education programs, NCATE approval is required.
- NCATE's work to close down bogus institutions and eliminate false academic credit has slowed the erosion of academic credibility for all of higher education.
- NCATE helps assure that higher education personnel are provided with ample office, library, and media facilities, reasonable advising and instructional loads, and suitable conditions for professional development.
- Through NCATE publications, institutions are kept appraised of recent developments in national accreditation and professional education. Annual listings of program strengths and descriptions of exemplary programs help institutions find models to assist in the development of their own programs.
- A majority of states accord certification reciprocity to those holding credentials from NCATE-accredited programs. Although some states require specific coursework in such areas as special education, many provide temporary credentials to graduates of NCATE-accredited programs so that they can complete these specific state requirements.
- NCATE accreditation is a prerequisite to specialized licensing in some states in fields such as school administration and school psychology.
- As members and chairs of evaluation teams, through participation on the Council and various standing committees, and through orientation sessions and training programs, practitioners have an opportunity to affect directly the quality of professional preparation programs.
- NCATE's complaint review procedures provide an avenue for practitioners to solve problems or address grievances they may have with respect to programs or offerings of a particular institution.
- The NCATE process enables students to have a say in the development and operation of programs that will affect them throughout their professional lives.
- Through completion of an NCATE-accredited program, students are assured of the broadest possible opportunity for acceptance of their professional credentials throughout the United States and by other nations.
- In the past few years, NCATE officials have met with boards of education and state legislative committees in over 20 states to assist in determining the most effective allocation of support for teacher education within their states. As state budgets have become more austere, this role for national accreditation has steadily increased.
- Non-governmental NCATE accreditation places the costs of program evaluation primarily on the profession, not on the taxpayer.
- NCATE's procedures represent to the public the sole non-governmental process combining professional and public interests to provide a system of accountability for programs in professional education.
- NCATE has assumed an active role in advancing the rights of the general public to be informed of the character of institutions that falsely represent themselves to be legitimate. In this effort, NCATE regularly cooperates with state attorneys general and local district attorneys.
- NCATE has kept issues of program quality before the public through the media, including special television and radio programs and major news stories in the national press.
- NCATE's complaint review machinery provides the public an opportunity to inquire about or protest any alleged improper practice of an NCATE-accredited institution—one of the only opportunities the public has to acquire assistance in solving problems regarding the operation of programs that prepare teachers or school support personnel.
- NCATE requires that institutions evaluate the competencies of program graduates, both before and after they have entered their professional roles. While the primary purpose of such evaluations is to provide data for program improvement, such evaluations also provide information on program quality of use to prospective students and employers alike.

APPENDIX E

A LIST OF NATIONALLY RECOGNIZED ACCREDITING
AGENCIES AND ASSOCIATIONS

SOURCE: Nationally Recognized Accrediting Agencies and Associations
published by the U. S. Department of Education

NATIONALLY RECOGNIZED ACCREDITING AGENCIES AND ASSOCIATIONS

The following regional and national accrediting agencies and associations have been recognized by the U.S. Secretary of Education as reliable authorities concerning the quality of education or training offered by educational institutions or programs. The dates included with each entry are: date of initial listing/date of action taken as result of last full-scale review/date of next regular review.

Regional Institutional Accrediting Associations

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
New England Association of Schools and Colleges
1976/1981
131 Middlesex Turnpike
Burlington, Massachusetts 01803
Tel. (617) 272-6450
Richard J. Bradley, Executive Director

Commissions:

Commission on Independent Schools
Ralph O. West, Director of Evaluation
(initially recognized in 1974)

Commission on Institutions of Higher Education
William J. MacLeod, Director of Evaluation
(initially recognized in 1952)

Commission on Public Schools
Robert J. O'Donnell, Director of Evaluation
(initially recognized in 1973)

Commission on Vocational, Technical, Career Institutions
Daniel S. Maloney, Director of Evaluation
(initially recognized in 1973)

Regional Institutional Accrediting Commissions

Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia
Commission on Colleges
Southern Association of Colleges and Schools
1952/1979/1981
Gordon W. Sweet, Executive Director
795 Peachtree Street, N.E.
Atlanta, Georgia 30365
Tel. (404) 897-6125

Commission on Occupational Education Institutions
Southern Association of Colleges and Schools
1969/1977/1981
Bob E. Childers, Executive Director
795 Peachtree Street, N.E.
Atlanta, Georgia 30365
Tel. (404) 897-6164

Alaska, Idaho, Montana, Nevada, Orgeon, Utah, Washington
Commission on Colleges
Northwest Association of Schools and Colleges
1952/1977/1981
James F. Bemis, Executive Director
3700-B University Way, N.E.
Seattle, Washington 98105
Tel. (206) 543-0195

Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming
Commission on Institutions of Higher Education
North Central Association of Colleges and Schools
1952/1977/1981
Thurston E. Manning, Director
1221 University Avenue
Boulder, Colorado 80302
Tel. (800) 525-0840

Commission on Schools
North Central Association of Colleges and Schools
1974/1976/1981
John W. Vaughn, Executive Director
1221 University Avenue
Boulder, Colorado 80302
Tel. (800) 525-0840

California, Hawaii, the territory of Guam and such other areas of the Pacific Trust Territories as may apply to it
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
1952/1976/1981
Robert E. Swenson, Executive Director
9053 Soquel Drive
Aptos, California 95003
Tel. (408) 688-7575

Accrediting Commission for Schools
Western Association of Schools and Colleges
1974/1979/1983
Lyle Siverson, Executive Director
1614 Rollins Road
Burlingame, California 90410
Tel. (415) 697-7711

Accrediting Commission for Senior Colleges and Universities
Western Association of Schools and Colleges
1952/1976/1981
Kay J. Andersen, Executive Director
c/o Mills College, Box 9990
Oakland, California 94613
Tel. (415) 632-5000

Canal Zone, Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virgin Islands
Commission on Higher Education
Middle States Association of Colleges and Schools
1952/1976/1981
Robert Kirkwood, Executive Director
3624 Market Street
Philadelphia, Pennsylvania 19104
Tel. (215) 662-5606

National Institutional and Specialized Accrediting Bodies

ALLIED HEALTH

Blood bank technologist
Cytotechnologist
Histologic technician
Medical assistant
Medical laboratory technician (certificate and associate degree)
Medical record administrator and medical record technician
Medical technologist
Nuclear medicine technologist
Occupational therapist
Physician's assistant (assistant to the primary care physician and surgeon's assistant)
Radiation therapy technologist and radiographer
Respiratory therapist and respiratory therapy technician
Surgical technologist
Committee on Allied Health Education and Accreditation
American Medical Association
1952/1978/1982
John E. Beckley, Secretary
535 North Dearborn Street
Chicago, Illinois 60610
Tel. (312) 751-6272

The Committee on Allied Health Education and Accreditation of the American Medical Association is recognized as a coordinating agency for accreditation of education for the allied health occupations listed above. In carrying out its accreditation activities, CAHEA cooperates with the review committees sponsored by various allied health and medical specialty organizations. For information concerning the cooperating review committee and dates relative to Department of Education recognition and next review, refer to the disciplines as listed separately below. Other allied health disciplines accredited by agencies recognized by the Department outside the aegis of CAHEA are also listed below.

ARCHITECTURE

First professional degree programs
National Architectural Accrediting Board, Inc.
1952/1976/1981
Hugo G. Blasdel, Executive Director
1735 New York Avenue, N.W.
Washington, D.C. 20006
Tel. (202) 783-2007

ART

Professional schools and programs
Commission on Accreditation and Membership
National Association of Schools of Art
1966/1976/1981
Samuel Hope, Executive Director
11250 Roger Bacon Drive
Suite 5
Reston, Virginia 22090
Tel. (703) 437-0700

BIBLE COLLEGE EDUCATION

Bible colleges and institutes
Commission on Accrediting
American Association of Bible Colleges
1952/1977/1981
John Mostert, Executive Director, AABC
Box 1523
Fayetteville, Arkansas 72701
Tel. (501) 521-8164

BLIND AND VISUALLY HANDICAPPED EDUCATION

Specialized schools for the blind and visually handicapped
National Accreditation Council for Agencies Serving the Blind and Visually Handicapped
1971/1976/1981
Richard W. Bleecker, Executive Director
79 Madison Avenue
New York, New York 10016
Tel. (212) 683-8581

BLOOD BANK TECHNOLOGY

Programs for the blood bank technologist
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
Subcommittee on Accreditation
American Association of Blood Banks
1974/1978/1981

Lois James, Executive Director, AABB
1828 L Street, N.W., Suite 608
Washington, D.C. 20036
Tel. (202) 872-8333

BUSINESS
Baccalaureate and graduate degree programs in business and management
Accreditation Council
American Assembly of Collegiate Schools of Business
1952/1980/1982
William K Laidlaw, Jr., Executive Vice President, AACSB
11500 Olive Street Road
St. Louis, Missouri 63141
Tel. (314) 872-8481

Private, postsecondary degree and non-degree granting institutions that are predominantly organized to train students for business careers
Accrediting Commission
Association of Independent Colleges and Schools
1956/1975/1981
James M. Phillips, Executive Director
1730 M Street, N.W.
Washington, D.C. 20036
Tel. (202) 659-2460

CHIROPRACTIC
Programs leading to the D.C. degree
Commission on Accreditation
The Council on Chiropractic Education
1974/1979/1982
Ralph G. Miller, Executive Secretary, CCE
3209 Ingersoll Avenue
Des Moines, Iowa 50312
Tel. (515) 255-2184

CLINICAL PASTORAL EDUCATION
Professional training centers
Association for Clinical Pastoral Education, Inc.
1969/1976/1981
Charles E. Hall, Jr., Executive Director
Interchurch Center, Suite 450
475 Riverside Drive
New York, New York 10027
Tel. (212) 870-2558

CONTINUING EDUCATION
Programs in non-collegiate continuing education
Accrediting Commission
Council for Non-Collegiate Continuing Education
1978/1981
Homer Kempfer
Executive Director
6 North Sixth Street
Richmond, Virginia 23219
Tel. (804) 648-6742

COSMETOLOGY
Cosmetology schools and programs
National Accrediting Commission of Cosmetology Arts and Sciences
1970/1979/1982
Jerald W. Donaway, Executive Director
1735 K Street, N.W.
Washington, D.C. 20006
Tel. (202) 331-9550

CYTOTECHNOLOGY
Programs for the cytotechnologist
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
Cytotechnology Programs Review Committee
American Society of Cytology
1974/1978/1982
Bernard Naylor, Chairman
Department of Pathology, Box 45
University of Michigan
Ann Arbor, Michigan 48109
Tel. (313) 763-4564

DANCE AND THEATER
Independent dance and theater institutions
Joint Commission on Dance and Theater Accreditation, which is sponsored by the National Association of Schools of Art and the National Association of Schools of Music
1979/1982
Samuel Hope, Executive Director
11250 Roger Bacon Drive, No. 5
Reston, Virginia 22090
Tel. (703) 437-0700

DENTAL AND DENTAL AUXILIARY PROGRAMS
Programs leading to the DDS or DMD degree, advanced dental specialty programs, general practice residency programs and programs in dental hygiene, dental assisting and dental technology
Commission on Dental Accreditation
American Dental Association
1952/1977/1981
Robert J. Pollock, Jr., Secretary
211 East Chicago Avenue
Chicago, Illinois 60611
Tel. (312) 440-2701

DIETETICS
Coordinated undergraduate programs in dietetics and dietetic internships
Commission on Accreditation
The American Dietetic Association
1974/1977/1981

Gloria Archer, Coordinator
430 North Michigan Avenue
Chicago, Illinois 60611
Tel. (312) 280-5000

ENGINEERING
First professional degree programs in engineering, graduate programs leading to advanced entry into the engineering profession, and associate and baccalaureate degree programs in engineering technology
Accreditation Board for Engineering and Technology, Inc.
1952/1977/1981
David R. Reyes-Guerra, Executive Director
345 East 47th Street
New York, New York 10017
Tel. (212) 644-7685

FORESTRY
Programs leading to a bachelor's or higher first professional degree, and related resource-oriented programs
Society of American Foresters
1952/1977/1981
Ronald R. Christensen, Director of Professional Programs
5400 Grosvenor Lane
Washington, D.C. 20014
Tel. (301) 897-8720

FUNERAL SERVICE EDUCATION
Independent schools and collegiate departments
Committee on Accreditation
American Board of Funeral Service Education
1972/1976/1981
William H. Ford, Administrator, ABFSE
201 Columbia Street
Fairmont, West Virginia 26554
Tel. (304) 366-2403

HEALTH SERVICES ADMINISTRATION
Graduate programs in health services administration
Accrediting Commission on Education for Health Services Administration
1970/1978/1982
Gary L. Filerman, Executive Secretary
One Dupont Circle, N.W.
Washington, D.C. 20036
Tel. (202) 659-4354

HISTOLOGIC TECHNOLOGY
Programs for the histologic technician
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
National Accrediting Agency for Clinical Laboratory Sciences, which is sponsored by the American Society for Medical Technology and the American Society of Clinical Pathologists
1974/1978/1982
Carol Elkins, Executive Director
222 Riverside Plaza, Suite 1512
Chicago, Illinois 60606
Tel. (312) 648-0270

HOME STUDY EDUCATION
Home study schools
Accrediting Commission
National Home Study Council
1959/1980/1984
William A. Fowler, Executive Secretary
1601 18th Street, N.W.
Washington, D.C. 20009
Tel. (202) 234-5100

INTERIOR DESIGN EDUCATION
Professional and technical programs
Committee on Accreditation
Foundation for Interior Design Education Research
1975/1979/1983
Edna V. Kane, Director of Administration, FIDER
730 Fifth Avenue
New York, New York 10019
Tel. (212) 586-7266

JOURNALISM
First professional degree programs
Accrediting Committee
American Council on Education for Journalism
1952/1976/1981
Baskett Mosse, Executive Secretary
563 Essex Court
Deerfield, Illinois 60015
Tel. (312) 948-5840

LANDSCAPE ARCHITECTURE
First professional degree programs
Landscape Architectural Accreditation Board
American Society of Landscape Architects
1971/1977/1981
Samuel Miller, Director
Education and Research, ASLA
1900 M Street, N. W., Suite 750
Washington, D.C. 20036
Tel. (202) 466-7730

LAW
Professional schools
Council of the Section of Legal Education and Admissions to the Bar
American Bar Association
1952/1979/1982
James P. White
Consultant on Legal Education, ABA

Indiana University
735 West New York Street
Indianapolis, Indiana 46202
Tel. (317) 264-8071

LIBRARIANSHIP
Graduate programs leading to the first professional degree
Committee on Accreditation
American Library Association
1952/1977/1981
Elinor Yungmeyer, Accreditation Officer
50 East Huron Street
Chicago, Illinois 60611
Tel. (312) 944-6780

MARRIAGE AND FAMILY THERAPY
Graduate degree programs and clinical training programs
Commission on Accreditation for Marriage and Family Therapy Education
American Association for Marriage and Family Therapy
1978/1980/1983
John Shalett, Executive Director
924 West Ninth Street
Upland, California 91786
Tel. (714) 981-0888

MEDICAL ASSISTANT EDUCATION
Private medical assistant schools and programs
Accrediting Bureau of Health Education Schools
1974/1980/1984
Hugh A. Woosley, Administrator
Oak Manor Offices, 29089 U.S. 20 West
Elkhart, Indiana 46514
Tel. (219) 293-0124

One- and two-year medical assistant programs
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
Curriculum Review Board
American Association of Medical Assistants
1974/1976/1981
Ina Yenerich, Executive Director, AAMA
One East Wacker Driver, Suite 2110
Chicago, Illinois 60601
Tel. (312) 944-2722

MEDICAL LABORATORY TECHNICIAN EDUCATION
Schools and programs for the medical laboratory technician
Accrediting Bureau of Health Education Schools
1969/1980/1984
(See listing under MEDICAL ASSISTANT EDUCATION, above.)

Associate degree and certificate programs for the medical laboratory technician
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
National Accrediting Agency for Clinical Laboratory Sciences
1974/1978/1982
(See listing under HISTOLOGIC TECHNOLOGY, above.)

MEDICAL RECORD EDUCATION
Programs for the medical record administrator and medical record technician
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
Council on Education
American Medical Record Association
1952/1978/1982
Laura Anne Biglow
Director, Academic Department, AMRA
874 North Michigan Avenue, Suite 1850
John Hancock Center
Chicago, Illinois 60611
Tel. (312) 787-2672

MEDICAL TECHNOLOGY
Professional programs
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
National Accrediting Agency for Clinical Laboratory Sciences
1952/1978/1982
(See listing under HISTOLOGIC TECHNOLOGY, above.)

MEDICINE
Programs leading to the M.D. degree
Liaison Committee on Medical Education of the Council on Medical Education of the American Medical Association and the Executive Council of the Association of American Medical Colleges
1952/1980/1984
The LCME is administered in odd-numbered years, beginning each July 1, by:
Edward S. Petersen, Secretary, LCME
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610
Tel. (312) 751-6310

The LCME is administered in even-numbered years, beginning each July 1, by:
J. R. Schofield, Secretary, LCME
Association of American Medical Colleges
One Dupont Circle, N.W., Suite 200
Washington, D.C. 20036
Tel. (202) 828-0670

MICROBIOLOGY

Postdoctoral programs
Committee on Postdoctoral Educational Programs
American Academy of Microbiology
1979/1983
Robert D. Watkins, Administrative Coordinator
1913 I Street, N.W.
Washington, D.C. 20006
Tel. (202) 833-9680

MUSIC

Baccalaureate and graduate degree programs and non-degree granting institutions offering music education
National Association of Schools of Music
1952/1977/1981
Samuel Hope, Executive Director
11250 Roger Bacon Drive, No. 5
Reston, Virginia 22090
Tel. (703) 437-0700

NUCLEAR MEDICINE TECHNOLOGY

Programs for the nuclear medicine technologist
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
Joint Review Committee on Educational Programs in Nuclear Medicine Technology, which is sponsored by the American College of Radiology, American Society of Clinical Pathologists, American Society for Medical Technology, American Society of Radiologic Technologists and the Society of Nuclear Medicine
1974/1978/1982
Elaine Cuklanz, Chairperson
445 S. 300 East
Salt Lake City, Utah 84111
Tel. (801) 355-9628

NURSING

Professional schools/programs of nurse anesthesia
Council on Accreditation of Nurse Anesthesia Schools/Programs
American Association of Nurse Anesthetists
1955/1976/1981
Mary M. Cavagnaro, Executive Secretary
216 Higgins Road
Park Ridge, Illinois 60068
Tel. (312) 692-7050

Practical nurse programs
Accrediting Review Board
National Association for Practical Nurse Education and Service, Inc.
1957/1976/1981
Lucile L. Etheridge, Executive Director, NAPNES
254 West 31st Street
New York, New York 10001
Tel. (212) 736-4540

Professional, technical and practical nurse programs
Board of Review for Baccalaureate and Higher Degree Programs
Board of Review for Diploma Programs
Board of Review for Practical Nursing Programs
Board of Review for Associate Degree Programs
National League for Nursing, Inc.
1952/1979/1983
Margaret E. Walsh, Executive Director and Secretary, NLN
10 Columbus Circle
New York, New York 10019
Tel. (212) 582-1022

OCCUPATIONAL THERAPY

Professional programs
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
Accreditation Committee
American Occupational Therapy Association
1952/1978/1982
Martha Kirkland, Coordinator, Accreditation
1383 Picard Drive
Rockville, Maryland 20850
Tel. (301) 948-9626

OCCUPATIONAL, TRADE AND TECHNICAL EDUCATION

Private trade and technical schools
Accrediting Commission
National Association of Trade and Technical Schools
1967/1979/1983
William A. Goddard, Secretary
2021 K Street, N.W., Room 350
Washington, D.C. 20036
Tel. (202) 296-8892

OPTOMETRY

Professional programs
Council on Optometric Education
American Optometric Association
1952/1977/1981

Brian Andrew, Executive Secretary
243 North Lindbergh Boulevard
St. Louis, Missouri 63141
Tel. (314) 991-4100

OSTEOPATHIC MEDICINE
Programs leading to the D.O. degree
American Osteopathic Association
1952/1979/1983
William Douglas Ward, Director
Office of Osteopathic Education
212 East Ohio Street
Chicago, Illinois 60611
Tel. (312) 280-5800

PHARMACY
Professional degree programs
American Council on Pharmaceutical Education
1952/1978/1982
Daniel A. Nona, Executive Director
One East Wacker Drive
Chicago, Illinois 60601
Tel. (312) 467-6222

PHYSICAL THERAPY
Professional programs for the physical therapist and programs for the physical therapist assistant
Committee on Accreditation in Education
American Physical Therapy Association*
1977/1980/1984
James R. Clinkingbeard, Director
Department of Education Affairs, APTA
1156 15th Street, N.W.
Washington, D.C. 20005
Tel. (202) 466-2070

*Previously recognized in collaboration with the American Medical Association, 1952-1976.

PHYSICIAN'S ASSISTANT EDUCATION
Programs for the assistant to the primary care physician and the surgeon's assistant
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
Joint Review Committee on Education Programs for Physician's Assistants, which is sponsored by the American Academy of Family Physicians, American Academy of Pediatrics, American Academy of Physician's Assistants, American College of Physicians, American College of Surgeons, American Society of Internal Medicine, and the Association for Physician Assistant Programs
1974/1978/1982
Robert B. Chevalier
St. Francis Hospital
Beech Grove, Indiana 46107
Tel. (317) 783-8137

PODIATRY
Colleges of podiatric medicine, including professional and graduate degree programs
Council on Podiatry Education
American Podiatry Association
1952/1979/1982
Warren G. Ball, Director
20 Chevy Chase Circle, N.W.
Washington, D.C. 20015
Tel. (202) 537-4970

PSYCHOLOGY
Doctoral and internship programs in clinical, counseling and school psychology and doctoral programs in professional psychology
Committee on Accreditation
American Psychological Association
1970/1979/1981
Meredith P. Crawford, Administrative Officer for Accreditation, APA
1200 17th Street, N.W.
Washington, D.C. 20036
Tel. (202) 833-7692

PUBLIC HEALTH
Graduate school of public health and graduate programs offered outside schools of public health in community health education and in community health/preventive medicine
Council on Education for Public Health
1974/1977/1981
Janet A. Strauss, Executive Director
1015 15th Street, N.W.
Washington, D.C. 20005
Tel. (202) 789-1050

RABBINICAL AND TALMUDIC EDUCATION
Rabbinical and Talmudic schools
Accreditation Commission
Association of Advanced Rabbinical and Talmudic Schools
1974/1977/1981
Bernard Fryshman, Executive Director
175 Fifth Avenue, Room 711
New York, New York 10010
Tel. (212) 477-0950

RADIOLOGIC TECHNOLOGY
Programs for the radiographer and radiation therapy technologist
Committee on Allied Health Education and Association
American Medical Association
(See listing under ALLIED HEALTH, above.)

In cooperation with the
Joint Review Committee on Education in Radiologic Technology, which is sponsored by the American College of Radiology and the American Society of Radiologic Technologists
1957/1978/1982
Robert L. Coyle, Executive Director
307 North Michigan Avenue, Suite 1801
Chicago, Illinois 60601
Tel. (312) 726-9150

RESPIRATORY THERAPY
Programs for the respiratory therapist and respiratory therapy technician
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
Joint Review Committee for Respiratory Therapy Education, which is sponsored by the American Association for Respiratory Therapy, American College of Chest Physicians, American Society of Anesthesiologists and the American Thoracic Society
1974/1978/1982
Philip A. von der Heydt
Executive Director
1701 West Euless Boulevard
Euless, Texas 76039
Tel. (817) 283-2835

SOCIAL WORK
Master's and baccalaureate degree programs
Commission on Accreditation
Council on Social Work Education
1952/1976/1981
Sidney Berengarten, Director
Division of Standards and Accreditation, CSWE
111 Eighth Avenue, Suite 501
New York, New York 10011
Tel. (212) 697-0467

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY
Master's degree programs
Council on Professional Standards in Speech-Language Pathology and Audiology
American Speech-Language-Hearing Association
1967/1980/1984
Billie Ackerman, Assistant Director
Educational Scientific Programs
10801 Rockville Pike
Rockville, Maryland 20852
Tel. (301) 897-5700

SURGICAL TECHNOLOGY
Programs for the surgical technologist
Committee on Allied Health Education and Accreditation
American Medical Association
(See listing under ALLIED HEALTH, above.)
In cooperation with the
Joint Review Committee on Education for the Surgical Technologist, which is sponsored by the American College of Surgeons, American Hospital Association, and the Association of Surgical Technologists
1978/1981
Sandra L. Wilkins
Secretary-Treasurer
Caller No. E
Littleton, Colorado 80120
Tel. (303) 978-9010

TEACHER EDUCATION
Baccalaureate and graduate degree programs
National Council for Accreditation of Teacher Education
1952/1979/1983
Lyn Gubser, Director
1919 Pennsylvania Avenue, N.W., Room 202
Washington, D.C. 20006
Tel. (202) 466-7496

THEOLOGY
Graduate professional degree programs offered by schools of theology
Commission on Accrediting
Association of Theological Schools in the United States and Canada
1952/1977/1981
Leon Pacala, Executive Director, ATS
Post Office Box 130
Vandalia, Ohio 45377
Tel. (513) 898-4654

VETERINARY MEDICINE
Programs leading to the DVM or VMD degrees and two-year programs for animal technicians
Council on Education
American Veterinary Medical Association
1952/1979/1983
Committee on Animal Technician Activities and Training
American Veterinary Medical Association
1977/1978/1982
R. Leland West, Director
Scientific Activities, AVMA
930 North Meacham Road
Schaumburg, Illinois 60196
Tel. (312) 885-8070

Other:
Registration [accreditation] of collegiate degree-granting programs or curriculums offered by institutions of higher education

New York State Board of Regents
1952/1980/1984
Gordon M. Ambach, Commissioner of Education
State Education Department

The University of the State of New York
Albany, New York 12224
Tel. (518) 457-3300

APPENDIX F

ESTIMATED BUDGET

ESTIMATED COST OF NCATE VISIT TO UWEC DURING 1980-81*

DIRECT COSTS

Team: If a team of 13 (maximum)
14* x $500 = $7,000

If a team of 7 (minimum)
8* x $500 = $4,000

Per person: average airfare, $300
4 nights, single, 120
5 days x $16.50, 80

* Chair makes preliminary visit in addition to regular team visit.

Hospitality:
Dinner (20 people) = $200
Mileage (500 miles) = $100
(visit schools, etc.)

Printing, etc.:
3 volumes, 200 copies each = $800
100 pages each

Telephone Installation = $100

NCATE fee = $647.50
annual membership: $307.50
schedule: $340

Total Direct Costs $8847.50 - $5847.50

INDIRECT COSTS

Faculty Time = $13,500
Secretarial Time = $ 2,500

for writing, editing, typing, etc.--not committee work, etc.

Total Indirect Costs $16,000

Total Estimated Cost $24,847.50-$21,847.50

	Team Positions
Minimum	Chair
	Elementary
	Secondary
	Laboratory/Clinical Experiences
	Academic Studies
	Resources
	General Teacher Education
	Special Education
	Graduate--Elementary
	Graduate--Secondary
	Graduate--Special Education
	Graduate--Reading
	Graduate--School Psychology

*Source: Dean Rodney Johnson, Summer 1981